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ABSTRACT

One of the series of occasional papers originating from the Study of Collegiate Compensatory Programs for Minority Group Youth project, this annotated bibliography focuses on the following: civil rights and access to higher education; programs and practices in higher education for the disadvantaged; characteristics of disadvantaged students; college admissions and guidance; and, the Negro college. The 98 items annotated are supplemented by an addendum of 27 others compiled by Edwina D. Frank, updating the main bibliography, and falling into the self-same categories. A majority of the items listed are journal articles, both in the main section and the addendum. Many items, nevertheless, relate to reports of programs, projects, and evaluative studies. (RJ)

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AN ANNOTATED BIBLIOGRAPHY

ON

HIGHER EDUCATION OF THE DISADVANTAGED

Edmund W. Gordon

with the Compliments of

THE STUDY OF

COLLEGIATE COMPENSATORY PROGRAMS

FOR MINORITY GROUP YOUTH

Teachers College - Columbia University
New York, N. Y. 10027

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This report is one of a series of occasional papers distributed by the Study of Collegiate Compensatory Programs for Minority Group Youth for the information of those working in the field of collegiate-level programs for the disadvantaged. The series will include reports on objectives, developments, and results of a variety of such programs; in addition, relevant work from other sources will be reprinted and thus given wider dissemination. Included in the series are papers of a descriptive or evaluative nature, as well as more general discussions of problems relating to access to and progression through higher education for disadvantaged persons.

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Edmund W. Gordon - Professor
and Department Chairman

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ANNOTATED BIBLIOGRAPHY

A. Civil Rights and Access to Higher Education

1. Davis, Paul H., "Changes Are Coming in the Colleges." Journal of Higher Education, vol. 33, p. 141-47. January, 1962.

In this article college professors and administrators anonymously offer 40 synopses of predictions of changes for colleges. Some predictions conflict, and others overlap. All cover a wide range. The 10 top colleges, institutes, and universities named by professors and administrators are also listed. In conclusion, the author himself makes the prediction that "in this decade ahead the greatest change in colleges will be a change in the attitude toward change," and that "this altered attitude may bring with it more basic and dramatic transformations than even the optimists envisage."

2. Dennis, Lawrence E., "Equalizing Educational Opportunity in Colleges and Universities." Phi Delta Kappan, vol. 45, p. 401-05. May, 1964.

The momentum behind present efforts to expand opportunities for Negroes in higher education is traced to several events in 1963. President Kennedy's initiative; the renewed efforts of the American Council on Education, including the appointment of the eight-member Committee on Equality of Educational Opportunity; and the call for establishment of a central clearinghouse to provide leadership and coordination in these activities are all mentioned. The author also surveys developments in different regions of the country. The predominantly white colleges in the South still provide only limited opportunities for Negroes, whereas the predominantly Negro colleges in this region enroll practically two-thirds of all Negro students in institutions of higher learning. About 70 of these latter colleges are regionally accredited, yet as a group they cannot be considered as being fully within the mainstream of American education. Despite their shortcomings, these colleges provide a valuable resource, allowing the only realistic opportunity for college success for many Negro students. In the North, probably no more than 2 percent of the undergraduate student body is Negro, a statistic which reflects

both high tuition rates and lack of educational preparedness. Among the proposals recommended, particular emphasis is given to the use of a clearinghouse, through which information can be assimilated and coordinated and interested organizations can be informed of guidelines and priorities in the use of funds for equalizing educational opportunities for Negroes.

3. Emil, Sister Mary, "Race Relations and Higher Education." Religious Education, vol. 59, p. 107-11. January, 1964.

Surveying the role that higher education should play in the improvement of race relations, the author makes suggestions about admissions policies, curriculum, and action programs. To compensate for the social injustice which has long plagued the Negro, the colleges and universities could begin "to assume some daring moral leadership, and voluntarily to embrace the goal of individually and collectively achieving a 10 percent Negro group in the student body, and after a decent time in the faculty and administration," thus achieving a percentage comparable to the number of Negroes in the total population. This would require increased recruiting, additional financial assistance, and relaxed admission requirements. The special role of church-related colleges is that of providing the intellectual grounding for a system of values that can resist racial injustice. These colleges can also provide leadership in the civil rights movement, thus achieving a synthesis of thought and action.

4. Ferry, N. H., "College Responsibilities and Social Expectations." Teachers College Record, vol. 65, p. 99-117. November, 1963.

If measured against the real needs of the country, the American college is "floundering in a bog of self-doubt, contradictory purposes, public relations, and intellectual inertia," the author states. Criticisms of higher education and opinions about its ideal realization are discussed. Suggested solutions to the failings of American colleges include the initiation of action by a few leading institutions or by even one institution, divorce from the status quo, the abandonment of fettering Cold War commitments, and instruction of the community as to its needs and the true goals of higher education. The author maintains that colleges are a major force in forming the nation's character and in deciding its destiny.

5. Ginzberg, Eli, The Negro Potential. New York, Columbia University Press, 1956. 144 p.

"A deeper understanding of the economic emancipation of the American Negro--as well as of the barriers that still remain--should

provide important lessons applicable to all countries where large groups still await the dawn of a day when they can develop and make better use of their potentialities." The Conservation of Human Resources Project at Columbia University in its research plan has provided for studies of two crucial groups in the population: (1) individuals with unusual endowment and capacity for superior performance; and (2) individuals with handicaps of one type or another that have made it difficult for them to meet performance standards. Based on information about the population for military service during World War II, it was found that problems of the illiterate and poorly educated were more regional than national. The largest number of illiterates was found among the rural Negro population in the Southeast. This book discusses the progress of the Negro in America and the challenge of Negro potential; expanding economic opportunities and guides for action; the educational preparation of the Negro, problems of Negro education, and the quality of Negro education; the Negro soldier; the better preparation of the Negro for work; and lessons for manpower policy.

6. Hannah, John A., "Civil Rights and the Public Universities." Journal of Higher Education, vol. 37, p. 61-67. February, 1967.

Universities have no choice but to serve the cause of social improvement, Hannah believes. In recognizing that the rights of life, liberty, and especially the pursuit of happiness extend to all citizens, universities can accomplish a great deal where legislatures and courts have been limited in effectiveness in dealing with today's civil rights problems. An important task of education lies in persuading the Negro to make the best use of educational opportunities, in persuading him that education is a way out of his present economic and social straits. Education should not give encouragement to the notion that a college education is essential to a happy and productive life, however. Universities specifically can assist minority groups in making the best use of educational opportunities, in preparing teachers for slum schools, in offering their resources to local boards of education, in persuading the public that it takes money to correct educational inequality, and in acknowledging the fact that the problems of civil rights exist everywhere. Universities can also make a significant contribution by encouraging directors of research and service programs to put high priority on work that advances progress in solving the complicated problems of civil rights.

7. Kurland, Norman D., "More Negroes in College: A Program for Action Now." School and Society, vol. 94, p. 41-43. January, 1966.

"Higher education in the U. S. has shared with the rest of our society a blindness to the rights and needs of our colored citizens." Suggestions about what higher education might do to take action on this problem and to increase the number of Negroes enrolled in colleges and universities include the establishment of a reasonable admission figure and admission goal. Selection procedures, economic problems, space, and faculty are also discussed. The author points out that there are certain advantages for colleges which participate in the proposed effort to increase the enrollment of Negroes in colleges, but that the increase in enrollment is only possible if the colleges wish to do it.

8. McGrath, Earl J., The Predominantly Negro Colleges and Universities in Transition. New York, Institute of Higher Education, Teachers College, Columbia University, 1965. 170 p.

"Opening the doors to higher education for the Negro is an indispensable step, indeed the sine qua non in his personal and social advancement." Many of the nation's Negro colleges, however, are handicapped by the same conditions that restricted developments in other small colleges 15 years ago. Nevertheless, curricula, faculties, students, and facilities of Negro colleges have a potential for improvement. Generalizations about these institutions take into account the wide variations in quality and character among them. Conclusions based on the study indicate that Negro institutions are primarily preoccupied by teaching rather than research, that Negro institutions enroll more women than men, that entering students are generally less well prepared for college work than those in other colleges, that because of lack of money many students have difficulty completing their education, and that most of these institutions suffer from lack of funds to sustain their programs at adequate levels. Recommendations based on the study include the maintenance and strengthening of existing institutions, the coordination of institutional efforts and the establishment of cooperation among institutions; long-range planning, and faculty development. Curriculum changes are also suggested; and remedial programs, student instructional aids, counseling, and sources of financial aid are discussed. Appendices and a bibliography supplement the study.

9. McKendall, Benjamin W., "Breaking the Barriers of Cultural Disadvantage and Curriculum Imbalance." Phi Delta Kappan, vol. 47, p. 307-11. March, 1965.

The barriers to college admission for minority group students, primarily Negroes, coming from deprived educational backgrounds,

are discussed in terms of curriculum imbalance and cultural disadvantage. Changes at the college level are only palliative, since deprivation begins at the elementary school; yet these reforms are still necessary. The usual admissions procedures are insufficiently flexible to allow for the primary and secondary schooling of the disadvantaged. However, another problem is seen in reverse discrimination and "instant negritude" (tokenism) practiced by some well-meaning colleges. For minority students, the problems of college admission and financial aid are inseparable if there is to be greater access to higher education. The most help is needed by minority group students with "modest credentials" who have the greatest financial need; the most talented minority students can usually get aid. Several kinds of programs to increase minority group college enrollment are helpful: local compensatory and enrichment projects, exchange plans, tutoring, and special programs run by colleges and secondary schools. Current college curricular changes are most often geared to the able student and reflect a fading line between high schools that offer advanced courses,and the colleges. These reforms are yet another barrier for those from disadvantaged backgrounds.

10. Smith, Charles U., "Race Relations and the New Agenda for Higher Education: A Plea for University Leadership." Phi Delta Kappan, vol. 46, p. 453-56. May, 1965.

The proposition is put forth that whenever the role and status of the Negro have changed, American social institutions have developed philosophical and moral concepts, as well as concrete techniques, which support his new function and position. This has not been accomplished, however, by American higher education with regard to the Negro's desegregated position since 1954. It is time for "the scientific validity, pedagogical soundness, and democratic feasibility of racial desegregation in American society" to be demonstrated, the author maintains. Several suggestions for a "new agenda" for higher education are proposed. Greater use must be made of scholarly and creative literature by and about Negroes. Formal courses dealing with the Negro in America should be initiated, and there should be more systematic research on the Negro. The author concludes with a plea for increased participation and responsibility by higher education in the implementation of true democratic practices in American race relations.

B. Programs and Practices

11. American Council on Education, "Higher Education as a National Resource: A Proposed Federal Program." School and Society, vol. 91, p. 218-21. May, 1963.

This proposal for a program of Federal action notes the great pressure on colleges and universities to provide for the vastly increasing number of students seeking a higher education. In order to provide the needed facilities and innovations to accommodate these students the Federal Government must supplement other sources of support. The proposal gives primary emphasis to the construction of physical facilities for instruction, research, and student housing. Second priority is given to the need for more financial assistance to qualified students. Programs, furthermore, should be expanded to increase the supply of college teachers as well as the quality of instruction and research.

12. Association of Colleges and Universities, "Guidelines for Self-Study by Colleges." Integrated Education, vol. 2, p. 27-29. December, 1964-January, 1965.

In spite of the constructive measures taken by institutions in New York State in order to open their doors to qualified students without regard to race, creed, color, or national origin, much more needs to be done. The College Committee on the Disadvantaged recommends that each institution of higher learning in the state of New York re-evaluate its procedures, practices, and image to make sure it is providing equal educational opportunity for students and faculty. Guidelines are suggested, as well as questions under each topic, to expedite the self-study.

13. Bindman, Aaron M., "Pre-college Preparation of Negro College Students." Journal of Negro Education, vol. 35, p. 313-21. Fall, 1966.

A study of 154 Negro male undergraduates attending a large mid-western state university indicated that only 30 percent had pre-college test scores (indicated by the American College Test or the School and Ability Test) above the 50th percentile of the population in the specific college of their choice within the university. Contrary to expectations, differences in the degree of integration in the Negro subjects' high school, socioeconomic background, and high school rank did not produce significant differences in academic preparation. The author stresses the importance of these findings for future programs and policies attempting to rectify the unequal preparation of Negro students for college. He suggests that "the doctrine of 'race

consciousness' may not sit well with some administrators, but it may be what is required to aid educationally disadvantaged Negro students until substantive changes are made in their academic preparation."

14. Branson, Herman R., "Interinstitutional Programs for Promoting Equal Higher Educational Opportunities for Negroes." Journal of Negro Education, vol. 35, p. 469-76. Fall, 1966.

One of the ways in which the predominantly Negro colleges can more effectively compete for increased financial support and good students is through an interinstitutional arrangement, whereby schools of "recognized excellence" assist these Negro schools in becoming better institutions. This survey of cooperative programs is limited to formal agreements involving students, faculty, curriculum, cultural events, and administrative practices. The possibilities of Federal support for such programs are also discussed.

15. Brown, Nicholas C., ed., Higher Education: Incentives and Obstacles, A Conference Report on Encouraging Incentive for Higher Education among Talented but Disadvantaged Youth. Washington, American Council on Education, 1960. 165 p.

The importance of the concept of equality of educational opportunity can be measured by its degree of realization in a relatively short period of time, but its degree of failure must also be confronted. The American Council on Education's Committee on Equality of Opportunity in Higher Education "has long been concerned with the loss of development of human talent resulting from lack of personal incentive." Approximately 100,000 to 200,000 talented high school graduates do not continue their education each year due either to lack of money or lack of motivation. It is estimated that probably as many of equal ability drop out before high school graduation. From November 1-3, 1959, the committee sponsored a Conference on Encouraging Incentive for Higher Education among Talented but Disadvantaged Youth. This publication is a report on that conference. It deals with topics related to the development of human resources such as the removal of financial obstacles and environmental barriers. The conference focused on the encouragement of personal incentive, the identification of forces that stifle this incentive, and the initiation of action to counteract such forces. Panel discussions; papers, some with bibliographies; tables; and a list of participants,are included.

16. Bush, Dixon, "Antioch Program for Interracial Education: Interim Report." 1965, unpublished. 4 p.

"A historical statement about the education of Negro students at Antioch College," this is an interim report on a "risk-recruiting" project to seek out Negro students not normally qualified for Antioch, or not even college-bound. The program, begun in 1964, involves early recruitment, pre-entry counseling, financial aid, and research on effective teaching methods for this group. Students have been selected from Chicago, St. Louis, Philadelphia, and southwestern Ohio. Antioch-connected selectors (six in each area were found to be optimal) from agencies, schools, and churches were used to screen candidates. There was no shortage of qualified Negro students with whom "bridge-building" activities were successful. A slower pace will be needed in working with high school sophomores and juniors than with seniors in order to prepare them for admission. Increasing Negro aspirations for education will bring an unfamiliar population to the colleges; therefore, data derived from this prototype program may be useful.

17. Clark, Burton R., The Open Door College: A Case Study. New York, McGraw-Hill, 1960. 207 p.

"The schools and colleges of the country transmit the general culture, train the young, and nourish (or deplete) basic social values." A comprehension of the forms that modern educational organizations are assuming will make a contribution to the better understanding of educational problems and general theory of organizations. This book is oriented toward the view that organizations have identifiable characters and roles in the larger society. Its perspective is based on intensive analysis in the form of a case study of the 20th century phenomenon of the junior college--San Jose Junior College. Informal interviews, analysis of documents, and a questionnaire were means of gathering information for the study. "Comparative data and comparisons of characteristics of other types of schools about which much is already known are used to generalize about a type of educational organization." Because San Jose Junior College has just recently been established, care had to be taken not to make premature analyses. The study deals with the administrative setting of San Jose Junior College and resulting problems; the student clientele of the college as shaped by admission policy; and the further effects of administrative setting and student clientele, traced in regard to the evolution of formal organizational structures, the composition and organization of staff, and the building of an appropriate instructional force. Findings about these topics provide the empirical materials for interpreting and describing organization character. The problems of the junior college as a kind of mass enterprise are analyzed, and the roles of the junior college in higher education are discussed. The appendices to the book deal with methodological

explanations. There is also a bibliography.

18. Froe, Otis D., "Educational Planning for Disadvantaged College Youth." Journal of Negro Education, vol. 33, p. 290-303. Summer, 1964.

The task of identifying the needs of the college population termed disadvantaged and of examining them as they might relate to educational planning,is a complex matter. There is a great diversity of norms and values in various student subcultures in institutions. Needs must be considered in terms of student behaviors demanded by the academic subculture on college campuses. Some characteristics of the disadvantaged youth, of the academic environment, and implications for educational planning are discussed. Three processes involved in planning to meet the needs of the disadvantaged college youth are the study of the characteristics of the learner which are related to academic achievement, the study and analysis of the learning environment, and the examination of the congruence between the learning environment and the learner. Planning for disadvantaged youths must be characterized by a cycle of planning, evaluation, and replanning. Specific ways for meeting student needs will be determined often by the particular facilities and resources of an institution of higher education.

19. _____, "Meeting the Needs of College Youth: The Morgan State College Program." Journal of Negro Education, vol. 35, p. 422-29. Fall, 1966.

The author briefly describes the educational program at Morgan State College, a predominantly Negro college that has for many years been concerned with the needs of disadvantaged youth. The college has introduced a flexible three-track program in which placement is dependent on precollege records and subject to periodic review and change. Two of these programs are directed toward the "atypical" freshman and emphasize either overcoming accumulated learning deficits, particularly in basic learning skills, or increasing the performance of the student with high academic potential. Significant improvements have been made by students in these specialized curricula.

20. Gideonse, Harry D., Brooklyn College and the Disadvantaged. New York, Brooklyn College, City University of New York, 1965. 22 p.

"The education of the culturally disadvantaged is not new to Brooklyn College." This publication discusses the orientation,

programs, and problems of Brooklyn College in dealing with culturally disadvantaged students. Features of the college favoring the attraction of the culturally disadvantaged include free tuition, availability of work, day and evening programs, respect for education, and its nonresidential aspects. Problems related to the college's interest in education for the disadvantaged include the stimulation of interest at an earlier level, the determination of the nature of training for prospective teachers, and the recruitment of teachers from among the ranks of the culturally disadvantaged. Experimental programs of special relevance to the culturally disadvantaged are also discussed in this publication. Prospects for the future are listed.

21. Gordon, Edmund W., "Opportunities in Higher Education for Socially Disadvantaged Youth." In From High School to College, Reading for Counselors, p. 53-61. New York, College Entrance Examination Board, 1965.

Technological advances impel us to educate the socially disadvantaged not only for work but for leisure. Not enough higher educational opportunities exist for socially disadvantaged youths whose academic achievement is limited by their learning handicaps and whose learning potential is not adequately measured by conventional instruments. Providing children with verbal and conceptual skills is most important. It is essential not to denigrate their culture or try to mold them into a middle-class framework. Provision of remedial work and background experience has helped students with low aptitude scores. The counselor must be aggressively "directive" in guiding the students as well as in stimulating interest in higher education. The guidance function must be concerned with financial aid, academic and attitudinal readiness, curricular modification, and social reference group support. Various collegiate programs designed to help the disadvantaged college student have instituted direct recruiting, remedial and college-prep classes with no credit, and provision of "differential experiences" for the students of varying abilities. New institutional forms will have to be developed. "The community college, modified admission practices, extension services and greatly varied curriculums of quality are but a few of the emerging models."

22. Love, Theresa R., "Needs and Approaches for Developing Linguistic Abilities." Journal of Negro Education, vol. 35, p. 400-08. Fall, 1966.

The teaching of English in Negro colleges is presently at a standstill--with teachers despairing student apathy and inadequacy and students abandoning any hope of mastering standard English.

Several changes in attitudes, materials, and approaches are suggested which could break this stalemate. The attitude that students speak improperly and that bad habits should be stamped out is the result of a failure to recognize in these linguistic patterns a legitimate, separate, and distinct variety of English. Once this is recognized, teachers must revise their aims and approaches to the teaching of standard English. The enrichment rather than the elimination of nonstandard usage is the appropriate goal of teachers. Textbooks and materials should be designed in which standard English is presented as a second language, utilizing foreign language techniques, to those accustomed to speaking the nonstandard dialect. Four approaches to the teaching of English are discussed: the linguistic approach, a moderate use of the descriptive grammar approach, the oral approach, and the writing approach. Each approach emphasizes the special linguistic characteristics of Negro students which may be positively utilized.

23. Martyn, Kenneth A., Increasing Opportunities in Higher Education for Disadvantaged Students. Sacramento, Calif., Coordinating Council for Higher Education, 1966. 74 p.

On-campus visits, an inventory of provisions for disadvantaged students from all segments of higher education, and related literature on the subject were utilized in a survey of opportunities for higher education in California. The major proportion of disadvantaged students attending college in California are enrolled in junior colleges. Although special recruiting practices and off-campus tutorial programs are not as well developed as those of state colleges or the university, the junior college counseling, remedial, and instructional programs are particularly suited to disadvantaged students once they are enrolled. Several recommendations are made for future programs which may help to overcome existing financial, geographic, motivational, and academic barriers to increased opportunity. In addition to expanded tutorial programs, financial assistance, and recruiting practices, it is recommended that the Coordinating Council consider locating residential campuses in disadvantaged urban areas, establishing ethnic admissions quotas in these areas, increasing participation in community involvement projects, expanding research on the disadvantaged, and giving particular attention to the possible employment of the 2 percent exception to state college and university first-time admission procedures for the admission of disadvantaged students. The report also includes the recommendations of the California Coordinating Council on Higher Education which are in part based on the author's recommendations.

24. Meister, Morris, and others, "Operation Second Chance."

Junior College Journal, vol. 33, p. 78-88. October, 1962.

Concerned by the fact that many poor achievers in high school, who are victims of "disabling socio-educational factors" or cultural deprivation, apply for and are rejected by colleges, the Bronx Community College conducted a pilot remedial program to see if special guidance and instruction in English and mathematics would improve academic potential. Operation Second Chance: the Pre-College Enrichment Studies Program operated from February, 1960, to June, 1961, under a Ford Foundation grant. In all, 20 students the first semester and 40 the next received five months of tuition-free guidance and instruction four nights a week. Although the number was "too small for definitive statistical interpretations," the conclusions were that "thousands" of high school graduates could "profit significantly" from college after pre-enrichment; 65 percent of the sample are continuing higher education; and improvements were noted in standard objective test scores, motivation, attitude toward school work, self-confidence, skills, and in establishing more realistic educational and job goals. Since conventional predictors of academic potential--college admissions tests and high school records--are not culture-free, different criteria must be used to tap those at the lower end of the ability spectrum. It is suggested that different and/or more flexible programs of higher education be developed for these students in terms of degree requirements, length of course, curricula, etc., at the same time maintaining excellence of standards and staff. The community colleges are valuable for meeting these problems.

25. _____, and Abraham Tauber, "Experiments in Expanding Educational Opportunity for the Disadvantaged: Bronx Community College." Phi Delta Kappan, vol. 46, p. 340-42. March, 1965.

The Bronx Community College has carried on two programs designed to make more places available for students in higher education, while still preserving the standards and integrity of the educational programs being offered. Operation Second Chance is a program of special guidance and instruction in English language and mathematics for high school graduates denied admission to college. The results of the program indicate that, with special treatment, students both in the upper and lower strata of verbal and quantitative abilities can be motivated to achieve academically, that positive changes in attitude about scholastic work can be effected, and that more realistic career objectives can be established. The findings of this program point to the importance of counseling and guidance as well as to the importance of excellence in instruction. The specific findings have been incorporated into the basic orientation of the Bronx Community

College and extended to a broad attack on the problem of higher education for the disadvantaged in a new project called the College Discovery Program. Some 250 students, who were considered not admissable according to the usual requirements, were admitted to two community colleges. They took courses and course loads appropriate to their achievement levels, but were absorbed into the general student body and exposed to the same instruction. All students attended tuition free. The program seems to offer much promise for underprivileged students seeking a higher education, and the College Discovery group has experienced very small attrition.

26. New York State Education Department, Division of Higher Education, Expanding Opportunity for Higher Education: A Report of the Conference on Problems of Identification and Admission to College of Culturally Disadvantaged Youth. Albany, 1965. 22 p.

In 1965 the New York State Education Department and the Association of Colleges and Universities of the state held a conference on problems of identification and admission to college of culturally disadvantaged youth. It was agreed that greater flexibility on the part of admissions officers toward disadvantaged students, various procedures for motivating these students to attend college, and compensatory programs and special counseling were needed. This report covers the questions of evaluations by high school staff and college representatives, personalized analysis of school records, visits to disadvantaged high schools by recruiters, visits to campuses by these students, means to make college financially feasible, and special college programs for disadvantaged matriculants. A list of conference participants is included.

27. North Carolina University, Scholarship Information Center, YMCA-YWCA Human Relations Committees, College Opportunities for Southern Negro Students. Raleigh, 1966. 106 p.

Designed as a guide to some of the many educational opportunities available today to southern Negro students, the major portion of this booklet is devoted to financial aid. It cites sources selected by the Scholarship Information Center on the basis of offering a "realistic possibility of attainment." Other sections are intended to acquaint prospective students with admission procedures, specific colleges, summer opportunities, and career information.

28. Plaut, Richard L., "Closing the Educational Gap." Journal of the Intergroup Relations, vol. 3, p. 138-45. 1962.

This article summarizes the work of a demonstration project

conducted in 1966 at Manhattan's Junior High School and George Washington High School to identify and prepare for college able students from deprived homes. After four years, students in the project exhibited increases in reading rates, and many graduates were able to enter four-year colleges. The drop-out rate was reduced by half, and discipline problems almost disappeared. A counseling service, the Community Talent Search, was established to offer college guidance. Other programs, such as Higher Horizons, were created as a result of the success of this program. It is now essential that a National Talent Foundation similar to the National Science Foundation be established to provide opportunities for children from depressed areas, the author states.

29. Reid, Robert D., "Curricular Changes in Colleges and Universities for Negroes: Analysis and Interpretation of a Questionnaire Survey." Journal of Higher Education, vol. 38, p. 153-60. March, 1967.

Analysis of the current catalogues of 75 institutions and of questionnaire responses by 35 Negro colleges indicates that these schools emphasize training in professional and vocational areas, the latter orientation being particularly evident in publicly supported institutions. Perhaps the most pressing need is strengthening of the liberal arts disciplines. In most of these schools, curricular options are limited, making it almost impossible for students to establish a minor field. Among the changes currently being considered by these institutions are the following: reducing the amount of credit for remedial courses in English and mathematics, reorganizing courses in communications skills, introducing more courses in marketing and business management, and using closed-circuit television for instructional purposes. Many of the difficulties in instructional innovation can be attributed to financial limitations and the generally limited training of the schools' faculties. The author suggests that these institutions re-examine their programs in light of their educational goals, particularly with respect to the changing employment opportunities for Negroes.

30. Schoen, Sterling H., and others, "Proposed Program for Graduate Study in Business for Negroes: Report of Feasibility Conference and Program Coordinating Committee Meeting." 1966, unpublished. 88 p.

The findings and recommendations of a conference held at Washington University in St. Louis on August 8-9, 1966, are discussed. The proposed program, to be executed by a consortium of the graduate business schools of Indiana University, Washington University, and

the University of Wisconsin, is designed to provide Negroes with the qualifications needed to compete successfully for managerial positions in American business. Conference members stressed the importance of implementing extensive recruiting practices at both integrated and predominantly Negro colleges and "of making this an elite program." A pregraduate summer program, however, is recommended in which attention could be directed at remedying individual needs in areas such as research skills, reading and communication skills, and analytical and mathematical skills. In addition to formal graduate study, the program also includes provisions for a summer business internship with a cooperating firm, job placement, and summer seminars for business faculty of predominantly Negro colleges. The author's affiliation is with the Graduate School of Business Administration at Washington University.

31. Stokes, Maurice S., "A Brief Survey of Higher Education for Negroes." The Social Studies, vol. 55, p. 214-21. November, 1964.

The total number of Negro institutions of higher learning was fairly stable in the period between 1953 and 1961, amounting to slightly more than 100. Enrollment has advanced rapidly during this period, and the author projects that by 1980 it will triple or even quadruple. The permanent contribution of a general education program and the needed expansion of curriculum and instructional practices are discussed. Religious activities form an integral part of campus life in the Negro colleges. The survey reviews interinstitutional cooperative arrangements, financial matters, educational facilities, and opportunities for graduate work and research at these schools.

32. Wheeler, Robert R., The Kansas City Scholarship Program: Progress Report. Kansas City, Mo., Department of Guidance, School District, 1963. 29 p.

The Kansas City Special Scholarship Program was initiated as an experimental effort to increase the enrollment of students, especially Negro students, from economically, culturally, and educationally marginal segments of the population in college. Scholarships, individual counseling, group guidance, and auxiliary programs designed to assist and support students in entering and continuing through college were introduced by the program. Examples of students, their success and failure, and the pressure of family economic needs are discussed. Tables show student selection, participation, and progress; characteristics of students in the program; their derivation by college classes and high school; their distribution by family income, SCAT scores, and class rank; and the colleges and universities they attended.

Appropriations, expenditures, and average total costs of students attending college are discussed, as well as types of auxiliary programs, administration of the program, and community work.

C. Characteristics of Disadvantaged Students

33. Beilin, Harry, "The Pattern of Postponability and Its Relation to Social Class Mobility." Journal of Social Issues, vol. 44, p. 33-48. August, 1956.

This study deals with the degree of willingness of subjects to postpone immediate satisfactions. In order to test the hypothesis that a difference exists between male high school graduates from lower socioeconomic backgrounds who plan to go to college and those who do not, the responses of 139 male subjects (with Otis I.Q.'s of 110 or higher) were analyzed. Attitudes about marriage, extent of social participation, possession of material goods, perception of self, occupational aspiration, and school participation were investigated. The results suggest that the concept of gratification postponement as it pertains to a conscious deferring process by the college-going boy from lower socioeconomic groups is in need of modification. To such a youth, going to college involves "the gratification of values he has developed rather than a relinquishing of valued behaviors." From the observer's frame of reference, there may be a characteristic pattern of behavior for the potentially upward-mobile boy of a lower socioeconomic background. He is older when he marries, he has more positive attitudes toward school and related activities, he has higher occupational aspirations, and he possesses greater motivation, which he perceives as contributing most to his ultimate success.

34. Bradley, Nolan E., "The Negro Undergraduate Student: Factors Relative to Performance in Predominantly White State Colleges and Universities in Tennessee." Journal of Negro Education, vol. 36, p. 15-23. Winter, 1967.

Data from high school and college records, from interviews with college deans, and from two questionnaires distributed respectively to faculty and students were analyzed for Negro undergraduates at seven formerly all-white institutions. The results indicate that although desegregation at these schools was accepted, integration was progressing at a variable and slow pace and that only minimal social integration existed. Negroes attend these schools because they are less expensive; they offer more and better opportunities

than Negro colleges; and they are closer to home. A multiple regression analysis revealed the general lack of predictive value of American College Test scores for the academic success of Negro students. Instructors felt that the most serious academic deficiencies of Negroes were in the language arts, particularly in communication skills. Suggestions for the improved success of Negro college students are discussed, including remedial noncredit college courses.

35. Brazziel, William F., "Needs, Values, and Academic Achievement." Improving College and University Teaching, p. 159-63. Summer, 1964.

This study was designed "to explore the need and value structures" of a low SES college sample and relationship of these structures to academic achievement. A total of 100 Negro upperclassmen, randomly selected from the student body of an urban Negro college in a border state, were administered the Allport-Vernon-Lindsay Scale of Values and the Edwards Personal Preference Schedule. Results showed that the "needs and values of this sample differed from middle income groups in many ways, and the patterns of relationships of needs and values to academic achievement were not significantly high." The sample scored lower than the norm on economic and aesthetic values, but higher on religious and social values. They differed largely in "what might be termed face to face aspects of human relations." The needs for dominance, autonomy, achievement, and heterosexuality were significantly lower than the norm, while the need for deference was higher. Results were compared with those from a similar study involving medical students. Medical students showed a significantly negative relationship between the need for nurturance and theoretical values and between affiliation needs and aesthetic values, while the lower-class sample showed a high positive correlation on the same measures. The lower-class group showed a small negative correlation between social values and aggression needs, between political values and succorance needs, and a high positive correlation between theoretical values and a need for autonomy, exhibition, and succorance which the medical student sample did not evidence. Though needs and values of various groups are different, specific relationships to academic achievement are unproved. If colleges must "middle-classize" low SES students, they should strive to preserve the "generosity in spirit" which seems to characterize them.

36. Clark, Kenneth B., "The Negro College Student: Some Facts and Some Concerns." Journal of the Association of College Admissions Counselors. Winter, 1964.

The author summarizes the findings of two follow-up studies conducted by the National Scholarship Service and Fund for Negro Students on the achievement of Negro students in interracial colleges. The Negro student has been successful in college, but he has emerged with a lack of commitment to the struggle for interracial justice. It is felt that a major role for education must be this development of "social and ethical sensitivity" in all students. American educational institutions have defaulted in this role. Also discussed is the range of social consequences of a superficial, conformist education that does not stress morality and moral commitment to social justice.

37. _____, and Lawrence Plotkin, The Negro Student at Integrated Colleges. New York, National Scholarship Service and Fund for Negro Students, 1963. 68 p.

This study followed up Negro students who had sought assistance from the National Scholarship Service Fund for Negro Students in order to attend interracial colleges. Data for 509 students were obtained from the preschool information sheet filled out at the time of NSSFNS contact, from college transcripts, and from postgraduate questionnaires. Students' drop-out rates were much less than the national average for whites and for Negroes attending segregated colleges. Financial difficulties was the major reason given for dropping out. On the whole, the college grades of these students were average, depending more on high school average and parents' education and profession than on parents' income or students' precollege test scores. Almost all of the students judged their college experience very favorably; however, there were some indications of racial problems and pressures. "While the data clearly reveal that the college trained Negro is no longer required to hold a menial position, he is not yet fully integrated into private industry and commerce. He is still dependent upon government and private agencies for the utilization of his skills."

38. Coleman, James S., and others, Equality of Educational Opportunity, p. 367-445. Washington, U. S. Office of Education, 1966.

This report discusses the findings of a survey conducted by the National Center for Educational Statistics of the U. S. Office of Education. Statistics on higher education indicate that about 4.6 percent of all college students are Negro and that more than half of them are enrolled in the largely segregated institutions of the South and Southwest. Negro students are enrolled in colleges with substantially lower faculty salaries and with lower proportions of faculty possessing Ph.D.'s. Other findings suggest that Negro students are more likely to enter the state college system than the

state university system; are more frequently found in institutions with high drop-out rates; are likely to attend institutions with low tuition cost; and are apt to major in engineering, agriculture, education, social work, social science, and nursing. Data on the qualifications of students preparing for careers in teaching reveal some evidence that the gap in preparation for college work that exists between majority students and Negro students continues to widen--at least in the South--during the college years.

39. Davis, Martel W., "The Ivy League Negro--A View from Further South." Esquire, vol. 61, p. 161-67. April, 1964.

The author contrasts his experiences with those reported by William Kelly in "The Ivy League Negro." Regardless of where he is, the Negro is always reminded of his race; the Ivy League attitude toward Negroes is no exception. There are two hierarchies in America: one for Negroes and one for whites. There are those at the top of the former hierarchy, however, who have embraced the myth of a separate Negro America, because it provides a setting in which they can assert their superiority to less-educated Negroes. Many of these students, therefore, seek "accommodation with the white 'system' as leaders of Negro society, and use this pseudo-acceptancy as status in the Negro community."

40. Fichter, Joseph H., "Career Preparation and Expectations of Negro College Seniors." Journal of Negro Education, vol. 35, p. 322-35. Fall, 1966.

This article reports the findings of a survey study made by the National Opinion Research Center in 50 predominantly Negro colleges. The responses provide support for the hypothesis that where few opportunities are available, there will be less cause for students to explore alternative possibilities. A considerable proportion of the students, 58 percent of the men and 45 percent of the women, had decided on their occupational choice by their freshman year. Teaching was the largest vocational choice indicated for both men and women. The respondents also indicated when they felt Negroes would have job opportunities equal to those of whites at comparable educational levels. About 75 percent felt that it would take the nation about 20 years to achieve this goal. Expectations were slightly higher for large northern cities, and slightly lower for the southern states. The great majority of these students expected to continue their education beyond their college degree. The people entering social work formed the highest proportion and those entering medicine the lowest proportion of those who felt that qualified Negroes have equal opportunities for graduate training in their

respective fields. It can be noted that these students have a relatively high interest in occupations involving "human values."

41. Gurin, Patricia, "Social Class Constraints on the Occupational Aspirations of Students Attending Some Predominantly Negro Colleges." Journal of Negro Education, vol. 35, p. 336-50. Fall, 1966.

The findings reported in this study are based on an analysis of questionnaires administered to 4,000 students at ten predominantly Negro colleges in the South by the Survey Research Center. When the student's year in college was controlled, social class differences in aspiration were found only among freshmen, which suggested that social class operates only at the point when the student first leaves home. The results of this study, therefore, apply only to freshmen measured at the point of entering college. At this level, high-status parents--those with higher incomes and higher education as well as those who have had the greatest influence on their children--can influence certain kinds of aspirations. With males, occupational choices that are prestigeful and highly demanding of ability are facilitated, while the choice of nontraditional occupational choices is discouraged. For females, the findings were comparable. The results are discussed in terms of the different values held by educated Negroes and the increasing opportunities being made available to them.

42. Heist, Paul, "Diversity in College Student Characteristics." Journal of Educational Sociology, vol. 33, p. 279-91. February, 1960.

This paper raises questions about and reviews some pertinent data on the extent and type of differences among students in institutions of higher education. That there is great diversity in student composition is demonstrated by two primary sources of information: (1) a study of the selectivity of U. S. colleges and universities at the point of intake in which data take the form of total scores on the American Council of Education Psychological Exam (ACE) from a stratified, representative sample of 18,850 institutions; and (2) a project conducted in cooperation with the National Merit Scholarship Corporation in which data are drawn from a study of the winners and near-winners of the National Merit Scholarships during the first year of the program--1956. Tables of scores are included in the paper. Data are examined according to differences in academic ability and variations in college students in some nonintellective characteristics. Diversity among college and university students is illustrated, and the data make the question about correctness of choice of school legitimate for high-ability students. It is suggested

also that perhaps this question is pertinent for all college students.

43. Kelley, William M., "The Ivy League Negro." Esquire, vol. 60, p. 54-6, 108-9. August, 1963.

The attitudes and experiences of an upper-class Negro while attending Harvard are discussed. In the effort to become completely integrated into the mainstream of American life, the educated Negro sometimes adopts the stereotypes and prejudices of mainstream America--including color prejudice. The result is an ambiguous attitude toward the uneducated Negro--ridiculing him for his cultural deficits while envying him for his spontaneity. The author suggests that in an academic community like Harvard, "a Negro can forget almost entirely about his skin, his Negro consciousness."

44. "Negroes and the College." Columbia College Today, vol. 12, p. 15-19. Fall, 1964.

In some ways Negroes are unprepared to take advantage of the many opportunities that have been made available to them in the 1960's. They lack sufficient leadership, economic expertise, family stability, and education. These shortcomings must be understood within the historical context of white American attitudes toward Negroes and their education. This article reviews that history with particular reference to Columbia College. Prior to 1960, Negroes were not actively recruited by the college; an active attempt, however, to increase Negro enrollment has now been undertaken which includes the acceptance of students whose preparation is inferior to that of many students rejected for admission. Added financial assistance has been provided to allow Negroes from New York City to live away from home, thus avoiding the additional conflicts that arise from being in two very different environments at the same time. The results have been encouraging; only the lack of qualified Negro students to take advantage of these opportunities is disheartening.

45. Noble, Jeanne L., The Negro Woman's College Education. New York, Teachers College, Columbia University, 1956. 163 p.

This study reports on an evaluation of college experiences by a group of more than 400 college graduate Negro women. Evaluation is based on a questionnaire, interviews, collection of statements, and interpretation, with an emphasis on a historical and philosophical review of higher education for Negro women. "The assumption underlying the study is that educational experience should be intimately related to the personal needs of people." The author gives a systematic account of the historical development of collegiate education for

Negro women. She also examines the roles permitted to educated Negro women by their culture, the nature of the problem, limitations of the study and the method of study, the overall findings that seem most important to the women in the sample, and the implications of the data that are in keeping with a philosophy and program of education based on a concept of self-fulfillment. Appendices contain additional information on historical background, colleges attended, and the questionnaire used in the study. Another appendix of tables and a bibliography supplement the discussions in the study.

46. Rose, Arnold M., "Graduate Training for the 'Culturally Deprived.'" Sociology of Education, vol. 39, p. 201-08. Spring, 1966.

The culturally deprived student comes from a background which imposes limitations at the graduate school level--limitations in perspective, objectivity, scholarship, and personality, in addition to economic difficulties. Entrance to graduate training may be more difficult for these students for several reasons: many of them attend the weaker undergraduate colleges; they are more likely to be academic "late bloomers" than students from higher socioeconomic levels; and they lack information concerning graduate schools which offer a reasonable prospect for admission. Within the graduate school, culturally deprived students often feel that they are on "display." This may often create a tense, defensive personality--one filled with resentment and anxiety that may interfere with scholastic performance. Furthermore, it is often expected that the Negro graduate student, particularly in the social sciences and humanities, should be well versed in the history and activities of his group. His specialty becomes not his academic interest, but his cultural background. This tends to further separate these students from others. An awareness of the fact that cultural deprivations have not been completely lost at the graduate school level may provide the first step toward diminishing them.

47. "Six Undergraduates Speak Out." Columbia College Today, vol. 12, p. 32-33. Fall, 1964.

As part of a special issue entitled "Negroes and the College," six Negro undergraduates at Columbia College were interviewed about the role of the Negro in higher education. While some of the students expressed a concern for individual acceptance and academic excellence, others emphasized the need for active participation in those matters affecting all Negroes, particularly civil rights. These differences reflect the larger questions of where, when, and at what level the contributions of the educated Negro are going to take place.

48. Social Dynamics Research Institute, The Characteristics of the 1964 College Discovery Program Applications: A Preliminary Analysis. New York, 1965. 93 p.

This document reports the characteristics of the applicants to the College Discovery Program conducted by the City University of New York. This program provides the opportunity for low SES youth who show promise but whose high school average and test scores are lower than the City University's admission standards, to attend Bronx and Queensborough Community Colleges as "special matriculants." The program also makes it possible for these students to remedy their educational deficiencies through remedial courses during the summer preceding their freshman year and through special tutoring and counseling during the first year. After a brief description of the program, the report discusses the nomination and selection procedures of these "special" students. The personal and family backgrounds and school records of all nominees--those participating in the program, those who were accepted but did not enter, and those who were rejected--are described and compared in 48 tables.

49. Vittenson, Lillian K., "Areas of Concern to Negro College Students as Indicated by Their Responses to the Mooney Problem Check List." Journal of Negro Education, vol. 36, p. 51-57. Winter, 1967.

Findings based on the responses of 100 Negro students at Illinois Teachers College (Chicago North and Chicago South) indicated that almost all of the students were greatly concerned with being inadequately prepared for college work, self-improvement, and cultural improvement. They felt that they did not have enough time to themselves, and they feared participating in class discussions and making mistakes. These fears suggest that "feelings of social inadequacy and acceptance may be projected into the academic situation." Differences between males and females, freshman and senior students, and various age levels of the students are also discussed.

D. College Admissions and Guidance

50. Cleary, T. Anne, Test Bias: Validity of the Scholastic Aptitude Test for Negro and White Students in Integrated Colleges. Princeton, Educational Testing Service, 1966. 27 p.

The purpose of this 1966 study was to determine whether the Scholastic Aptitude Test (SAT) as a predictor of college grades is biased against Negro students. Grade-point averages (mostly from the freshman year) and SAT scores were collected from white and Negro students in three colleges--two eastern and one southwestern. The regressions of grades on SAT scores were analyzed for both groups on the assumption that if the regression lines were the same for both groups, the test would not be biased in terms of its predictive validity. High school ranks (used with the SAT in the prediction of grades) were included in the analysis wherever possible, and a sample of white students was matched with Negro students on their curriculum to ascertain if it were a factor in differences in regression. The results, reported in seven tables, showed that in the two eastern colleges "there was no significant differences in the regression lines of the two groups." In the southwestern school, however, "the Negro students' scores were slightly overpredicted by the use of the common regression line," and the SAT was found to be biased in favor of the Negro students.

51. _____, and Thomas L. Hilton, An Investigation of Item Bias. College Entrance Examination Board Research and Development Report 65-6, No. 12. Princeton, Educational Testing Service, 1966. 25 p.

This study investigated the possibility of differential difficulty of Preliminary Scholastic Aptitude Test (PSAT) items for different racial and SES groups. The subjects were two groups totaling 1,410 Negro and white high school seniors in an integrated high school who had each taken one form of the PSAT. They were divided into three SES levels on the basis of father's occupation, father's and mother's education, and the House-Home Index. A three-factor analysis of variance design was used (race, SES, and item), and results are reported with the aid of four tables and five figures. Findings indicate that "there were few items producing an uncommon discrepancy between the performance of Negro and white students." On the basis of the results, it is concluded that "if PSAT scores are discriminatory, the discrimination is not largely attributable to particular items, but to the test as a whole."

52. Hager, Walter E., "Challenges to Public Higher Education." School and Society, vol. 91, p. 200-01. April, 1963.

This article briefly outlines the discussions that took place at the second annual meeting of the Association of State Colleges and Universities. Universal educational opportunity, "Selective Admission vs. The Open Door," an analysis of the Federal interest in

higher education, the comprehensive aid-to-education bill, and average fees for resident students in public colleges and universities were topics of discussion.

53. Hutchins, Francis S., "A College's Work with Rural Disadvantaged Students." In The Search for Talent: College Admissions, p. 79-84. New York, College Entrance Examination Board, 1960.

This paper, delivered at the Seventh Colloquium on College admissions held by the College Entrance Examination Board, discusses the admission procedures and the search for "talented youth" of Berea College, a coeducational institution in Kentucky devoted to making higher education available to students with limited financial means, mostly from the southern Appalachian mountain area. Academic, economic, and occupational data are presented to describe the typical Berea student.

54. Kendrick, S. A., "College Board Scores and Cultural Bias." College Board Review, No. 55, p. 7-9. Winter, 1964-65.

It is generally considered a risk for colleges to accept students with low College Board scores regardless of their cultural backgrounds. However, there is a growing awareness that tests may be culturally biased, and that culturally and socially disadvantaged children "are probably underestimated fairly often both by adults and by tests that adults devise." The tests assume that students, regardless of their backgrounds, have gained a common knowledge "even within the wide limits of different school curriculums." Yet, if an examinee is a Hawaiian of Japanese ancestry or a Negro from Harlem, with an experiential background divergent from the "American culture" norm, his lower scores do not necessarily reflect a lower ability level. Though it is extremely difficult to judge "exactly which students are meaningfully within a minority culture for purposes of college admissions testing," it is important that an admissions officer, dealing with an applicant who is apparently from a minority culture and who has marginally low College Board scores, examine closely the candidate's previous environment with the suspicion that the tests may not fit the student. It may also be that deficiencies revealed in the test scores are real, but remediable "under optimum conditions." Colleges that are confident in their programs can afford to take a risk in admitting a deprived applicant, but they should be prepared for an unsatisfactory record during the first or second year and should behave after admission "as though the scores are precisely accurate" by taking pains with the academic, social, and living conditions provided. Kenneth Clark has pointed out that Negro youths tend to persevere in college when accepted, because they

have no place to go if they drop out. "Low scores do suggest risk, but often a risk worth taking."

55. Killingsworth, Charles C., "Double-Screening of College Students." Integrated Education, vol. 2, p. 47. April, 1964.

There is a kind of double-screening of potential college students based on the ability to pay and on the ability to learn. The ability-to-pay screening is the most rigorous and effective. A recent government study of college attendance and nonattendance indicates that too many children of low ability go to college while too many of high ability do not go to college. The author suggests, however, that lack of money is not the sole factor which prevents able students from going to college; but he adds that we do not really know the extent to which a "lack of motivation" reflects the attitude of acceptance of the poor of inadequate finances to attend college.

56. Plaut, Richard L., Blueprint for Talent Searching: America's Hidden Manpower. New York, National Scholarship Service and Fund for Negro Students, 1957. 48 p.

Reported in this article are projects in the South and New York City established to identify and stimulate able students from deprived groups and to facilitate their obtaining a suitable education. Financial investment, applied energies, and technical instruments for identifying and developing submerged talent have been inadequate both in absolute terms and in terms of our national resources and educational budgets. NSSFNS has been established particularly to increase opportunities for Negroes in interracial colleges and universities. Methods and results of the NSSFNS Southern Project are described. A follow-up study of students aided by NSSFNS indicated that although most of them had a poor secondary history, almost all were successful in college. (Grades were also related to social and personal adjustment.) A "blueprint for talent searching" through community efforts is outlined. The role of the school is to identify, stimulate, and motivate promising students; enrich the curricula; improve counselor and teacher awareness about college admission practices; offer adequate guidance services; and find the necessary financial aid for able candidates.

57. _____, "How to Get Into College Without Money." Educational Record, p. 34-41. January, 1961.

Essentially directed to guidance counselors, this paper offers advice on getting into college without money. The focus is on needy, culturally deprived, and minority group students. Certain

crucial types of classifications of colleges (not available in publications) are given by current competitive admission standards, available financial aid, and the institution's attitudes toward a heterogeneous student body. There are four general rules which counselors should observe in matching student and college: (1) students should be advised to take an early screening test (NMSQT or PSAT) in the junior year; (2) class rank should be given more weight than grades; (3) the school's recommendations over a period of years should be "consistent, conscientious, and objective"; and (4) undue weight should not be given to extracurricular activities (only a "plus value"). Negro students have the additional resource of the National Scholarship Service and Fund for Negro Students.

58. Smith, Paul M., Jr., "The Realism of Counseling for Scholarship Aid with Freshmen in the Negro College." Journal of Negro Education, vol. 33, p. 93-96. Winter, 1964.

Many high school counselors are being approached for the first time by youth desiring to attend predominantly Negro colleges. For many students, financial aid is an important precondition for higher education. This report surveys the general nature of financial assistance available to prospective freshmen in Negro colleges based on the information published in the catalogues of several public and private colleges for the 1961-62 school year. Much of the information in these catalogues is general and vague. Its value to counselors is questioned. Employing the criteria used by the National Scholarship Service and Fund for Negro Students, the estimated yearly expense in the Negro college may be classified as "high-low to low-average." The author finds that the amount of aid available is limited and often on a noncontinuing basis. Financial factors tend to balance out regarding private and public colleges due to median increased scholarship aid in the former and decreased median costs in the latter. It is recommended that information on these matters be discussed with prospective college students as a standard procedure.

59. Stalnaker, John M., "Scholarship Selection and Cultural Disadvantage." National Association of Secondary-School Principals Bulletin, vol. 49, p. 142-50. March, 1965.

The National Merit Scholarship Program is based on identifying those students who will perform at a high level in college. Only after winners are selected on this basis are stipends set in accordance with needs. This procedure tends to eliminate many students from lower socioeconomic backgrounds whose effective, rather than native, intelligence is not on a level with students from more advantaged

groups. Recently, however, a $7-million grant from the Ford Foundation has enabled the National Merit Scholarship Program to organize a separate program for outstanding Negro students called the National Achievement Scholarship Program. Some of the criticisms of a separate scholarship program are discussed, and a brief description of the program is included. Candidates enter the program only through nomination by qualified personnel. Approximately 230 winners are selected annually.

60. Trueblood, Dennis L., "The Role of the Counselor in the Guidance of Negro Students." Harvard Educational Review, vol. 30, p. 252-69. Summer, 1960.

"The counselor has an important role to play in the 'fullest development of the individual, educational, intellectual, and moral leadership which our society increasingly requires.'" The task requires that the counselor be an effective guidance worker for all youths, including Negroes. Some definitions and 13 content concerns lay the basis for suggestions about how the counselor might better work with a poverty-stricken population, the American Negro. The content concerns include the early organization of a guidance program; the early opportunity to study occupations and make realistic occupational and educational choices; the effects of discrimination and segregation on the personality of the Negro; his social and class background; the recognition of deficiencies in tools such as reading; the recognition of the important role of parents in motivational factors; and the recognition of the importance of performance based on a variety of data--aptitude, family occupational and educational background, and financial aid for continuing education past high school. Talent search programs and ways to utilize community resources to help in the guidance of Negro students are also discussed as important content concerns.

E. The Negro College

61. Ansley, A. Abraham, and Gertrude L. Simmons, "The Educational Outlook for Nonwhites in Florida." Journal of Negro Education, vol. 35, p. 369-80. Fall, 1966.

The purpose of this study was to scrutinize the educational outlook for nonwhites in Florida and to present specific proposals which the authors feel can significantly contribute to the improvement of conditions in the future. Included among the factors which have negatively influenced the nature and quality of nonwhite education

are indifferent attitudes, severely limited financial support, and salary inequities in higher education. These impediments have resulted in a rather low level of achievement by nonwhites. The authors make suggestions for comprehensive educational programs which include a "catch-up" year of intensive study in high school, altered admission policies, special programs for the training of nonprofessionals, and changes in staffing policies. They also recommend increased financial support for instructional and curricular innovations, personalized guidance services, and accommodative instructional facilities in addition to compensatory aid for disadvantaged students.

62. Badger, Henry G., "Colleges that Did Not Survive." Journal of Negro Education, vol. 35, p. 306-12. Fall, 1966.

Noting that at least 200 colleges for Negroes have closed during the past century, the author outlines some of the causes for their failure through the use of selected examples. Among the major difficulties encountered, lack of financial backing was perhaps the principal reason for closing. Poor location, personal or administrative jealousy, and unfavorable publicity are also listed as contributing factors. There is a serious lack of accurate information regarding these defunct colleges as well as a considerable need for further study in this area.

63. Clark, Kenneth B., "The Most Valuable--Hidden Resource." College Board Review, vol. 29, p. 23-26. Spring, 1956.

The hypothesis that substantial numbers of selected Negro students who are graduates of segregated high schools in southern urban communities can succeed scholastically in the northern nonsegregated college was tested in a study made by the National Scholarship Service and Fund for Negro Students. In all, 167 students were selected, nearly all of whom were in the upper 10 percent of their graduating classes. It was significant that an overwhelming majority of this group made a successful academic adjustment in college, despite the fact that their Scholastic Aptitude Test scores were on the average markedly below the national norms consistent with academic success in college. Although there was the expected positive relationship between socioeconomic status and measurable scholastic aptitude (SAT), students of lower socioeconomic status received college grades which were, on the average, higher than those received by higher socioeconomic status students (employing controls for the quality and standards of the college attended). The author speculates that "the usual norms and interpretation of the relationship between SAT scores and future academic success in college do not hold" for

Negroes from southern, segregated schools. It is also suggested that these standardized test scores are relative and not absolute indices of future academic success, requiring evaluation in the context of previous educational opportunity.

64. Clement, Rufus E., "The Historical Development of Higher Education for Negro Americans." Journal of Negro Education, vol. 35, p. 299-305. Fall, 1966.

This review of the historical development of opportunities in higher education for Negro Americans begins with the formation of the first Negro institutions prior to the Civil War. The early assistance of the American Missionary Association and of privately endowed philanthropic foundations is noted. The author stresses the importance of the 1954 Supreme Court decision on segregation and the 1957 accreditation of formerly all Negro colleges by the Southern Association of Colleges and Secondary Schools in opening the way for increased educational opportunities for Negroes, while at the same time changing the role and nature of some of the predominantly Negro colleges. These colleges must now compete with many of the best colleges in the nation for promising Negro students and able faculty members. Despite the problems which these changes present, the Negro college can be a valuable asset to higher education with the aid of financial support and dedicated leadership.

65. Cohen, Arthur M., "The Process of Desegregation: A Case Study." Journal of Negro Education, vol. 35, p. 445-51. Fall, 1966.

Focusing on the internal administration of the school system once the plans for desegregation have been made, the author outlines certain principles common to all cases where a smooth and voluntary transition has been achieved. Three principles are stressed. "The school boards demonstrated clearly their intent to desegregate, the intent was made known to all persons directly concerned with the affected schools, and all school personnel were willing to work toward the goals set for the school system." The procedures leading to desegregation at Miami-Dade Junior College offer a case in point. Here, a phased integration plan was implemented between 1957 and 1962, with the founding of a one-college, two-campus organization, when the separate center was closed, through careful and planned movement toward the recognized goal.

66. Doddy, Hurley H., "The Progress of the Negro in Higher Education." Journal of Negro Education, vol. 32, p. 485-92. Fall, 1963.

For the Negro, the belief in the value of education for personal

advancement is particularly significant. Education provides the Negro with economic and social advantages and with a definite role of leadership in the Negro community. And because the progress of any group is related to the development of leaders, the role of education is crucial to the progress of the group. Statistics showing the enrollment in higher education and educational attainment of the Negro in 1960 indicate little progress in the improvement of the relative position of the Negro in the past ten years. Three significant developments, however, in the higher education of Negroes from 1950 to 1960 are the Supreme Court decision of 1954 and its impact on higher education, the action of the Southern Association of Colleges and Secondary Schools with respect to Negro colleges in the South, and the recent emphasis on quality in all education. The role of the all-Negro college in the decade ahead is also discussed; a suggested justification for its existence is that it serves a remedial function.

67. Falls, Arthur G., "The Search for Negro Medical Students." Integrated Education, vol. 1, p. 15-19. June, 1963.

The declining number of Negroes in Chicago trained in the medical profession is indicative of an inadequate school system and of discrimination in hospitals. The Chicago Board of Education must bear a primary responsibility for the declining number of medically trained Negroes. The de facto segregation of the Chicago School system has provided inferior education and produced graduates lacking either the interest or ability for higher education. Discrimination in hospitals has produced inadequate care for Negro patients. In recognizing this problem, the Committee to End Discrimination (CED) has set up programs to locate, interest, assist, and guide Negro children interested in pursuing medical or medical-related careers. CED has also begun a successful drive for legislative remedies to end discrimination in hospitals. Community concern, however, is the true realm of these problems; an end to discrimination in medicine is based on an end to segregation in education.

68. Gittell, Marilyn, "A Pilot Study of Negro Middle Class Attitudes Toward Higher Education in New York." Journal of Negro Education, vol. 34, p. 385-94. Fall, 1965.

This pilot study of middle-class Negro families in Queens, involving 100 families, demonstrates the role of such factors as place of birth, level of education, and economic variables in the formation of attitudes toward higher education. One of the findings was that the largest category of parents with low goal fulfillment (based on questionnaire responses regarding the selection of a

college for their children and the problems attendant to higher education) was the southern-born, lower-income, noncollege-educated group. Despite the great desire of parents for higher education for their children, there appears to be a considerable lack of adequate information on college and higher education, in general, and city colleges, in particular. The author suggests an increased information program and the fostering of increased identification with city colleges as corrective measures.

69. Hare, Nathan, "Conflicting Racial Orientations of Negro College Students and Professors." Journal of Negro Education, vol. 34, p. 431-34. Fall, 1965.

This study of 67 upperclassmen in three introductory sociology courses at a predominantly Negro college attempted to uncover conflicts between students and professors in enthusiasm for the discussion of racial problems. The questionnaire method was used. Background factors, including regional origins, amount of experience at integrated public schools, religious affiliation, and age, were not found to influence impressions on this subject. Socioeconomic factors, however, were significant. Middle-class students more frequently than students of working-class backgrounds regarded professors as devoting too much time to racial matters. Of the total sample, 64.1 percent held the general impression that professors devoted an excessive amount of time to discussions of race. The more optimistic the student was concerning the future of the Negro, the greater was this impression. The author suggests that the explanation for these findings can be found both in the personal experiences of Negro professors and in the ideals of the students, who are "oriented toward a dream of absolute integration and would like to escape, and forget once and for all, the factor of race in American life."

70. Harrison, E. C., "The Negro College in a Changing Economy." Journal of Higher Education, vol. 36, p. 259-65. May, 1965.

This is a crucial period in the development of Negro colleges, not only because of the generally accepted idea that higher education should serve the public interest, but also because of the changing relationship between the Negro and the general community. It is important that graduates of Negro colleges compare well with those of other institutions. Approaches are suggested to facilitate the provision of intellectually stimulating educational climates. Problems involving program, faculty, and student must be solved by Negro colleges in order to attain academic respectability in the general community. Standards must be raised, and Negro colleges must

become increasingly concerned with teaching students how "to acquire the outlook, skills, and knowledge" necessary for living in our economy and "how to develop a value system consistent with our national ideals."

71. Holland, Jerome H., "The Negro and Higher Education." NEA Journal, vol. 54, p. 22-24. March, 1965.

"As the gap narrows between the educational achievements of the white and the Negro, the social cleavage between the two continues with little change." Discrimination and segregation only partially explain why many qualified Negroes prefer to attend Negro colleges. The author points out the high school drop-out rate of Negroes, problems of motivating their interest in college education, and their serious underpreparation in important subject areas. Family incomes of Negroes are comparatively lower than whites, making scholarship aid necessary for many Negroes to attend college. Inadequacy of financial resources is also an explanation of why few Negroes enter graduate school. The caliber of Negro institutions varies; one of the biggest challenges of the Negro institution is changing curriculum to meet new employment opportunities. As open enrollment becomes more a reality, the term Negro college may disappear. Many Negro colleges have already begun to try to attract more white students.

72. *Jaffe, A. J., Walter Adams, and Sandra G. Meyers,* Ethnic Higher Education--Negro Colleges in the 1960's. New York, Bureau of Applied Social Research, 1966. 144 p.

This report surveys the current status of the American Negro college and projects future developments to 1975. Employed in the study were three interrelated questionnaires that were directed respectively at students attending primarily Negro colleges, prospective college students attending southern Negro high schools, and college officials. The finding concerning the academic quality of students entering primarily Negro colleges revealed that although three-fourths were in the top half of their high school classes, three-fourths were in the bottom half of the national (white plus nonwhite students) test-score distribution. Practically all the students attending these colleges had white-collar career aspirations; more than 50 percent expected to teach, and more than two-thirds planned to leave the South for other parts of the United States following graduation. Quality ratings of the Negro colleges and analyses of admissions and recruiting practices were also made. Long-range projections are that increasing numbers of southern Negroes will swell college enrollments, primarily in the Negro colleges in the South and

particularly in those rated as "poor" in quality.

73. Jencks, Christopher, and David Riesman, "The American Negro College." Harvard Educational Review, vol. 37, p. 3-60. Winter, 1967.

"Although there are important ideological and political differences between colleges founded to serve Negroes and those founded to serve white ethnic and religious minorities, Negro colleges today face many of the same dilemmas as these white institutions." In spite of the many differences among institutions, the most serious problem Negro colleges commonly face seems to be cultural rather than logistical. The result is that Negro colleges are most often ranked in the second half of any listing of distinctive institutions. Their typical student ranks in the bottom 5 or 10 percent of students taking the CEEB, and statistics indicate that Negro colleges do even less than white colleges to remedy apparent academic inadequacies of their students. It is also pointed out that Negro colleges tend to recruit students who show little academic promise. Also discussed are Negroes in America, integration, and class and racial segregation; the evolution of Negro colleges primarily as byproducts of the southern caste system; the future of Negro colleges; recruitment; and elite, nonelite, and public Negro institutions. The problem of educating academically untrained and often unmotivated students will require an enormous effort. Apart from the technical and human problems involved, it is suggested that leadership is needed from academically exclusive institutions to determine remedial programs that will improve the basic skills among despairing student bodies. There are many disadvantaged students in both Negro and white institutions, but the kinds of Negro students, particularly, that white institutions get in the future will depend on recruitment. The authors do not maintain that many Negroes will not and should not attend Negro colleges, and they suggest that "the benefits of heroism" of those who attend predominantly white institutions "are usually reaped by the whites involved and by later generations of Negroes."

74. Parker, James E., "An Assessment of the Attitudinal Climate for Newer Instructional Media Among Negro College Administrators." Negro Educational Review, vol. 14, p. 146-54. July-October, 1963.

Some 74 presidents and deans of Negro colleges responded to a 39-item attitude assessment, Likert-type scale. They indicated that the general climate for change appears favorable. The administrators accept the idea that preservice teachers should have a course in audiovisual education, that there is a need for wider acceptance of newer media for instruction, and that new teachers are influenced

by the extent to which they have experience with these materials in their preservice training. Summarily, although these administrators moderately agree that recent technological developments demand a changing teacher role and that personal teacher-pupil relationships are essential in most learning situations, they appear uncertain about the consequences of technological innovations for those relationships.

75. Palmer, Roderick, "General Education and the Profession-Bound Negro Student." Journal of Negro Education, vol. 33, p. 86-89. Winter, 1964.

The author suggests that educators in charge of the general education programs of the profession-bound student may need to re-evaluate their curricula. Defined as "that education which all men throughout the country should have regardless of vocation or profession," general education does not meet the needs of profession-bound Negroes. An academic program that specifically differs in its approach to the first two years of higher education is recommended. Here, the Negro student would be provided with many of the needed experiences which he may have missed. The minimum essentials of such a program include the development of communication skills; training in the history, philosophy, and methods of science; an understanding of social and political behavior; and, finally, an understanding of the historical and cultural heritage of the Negro. It is felt that such a program would contribute to increasing academic opportunity and productivity.

F. General

76. Butler, Broadus N., "Pressures on Higher Education for the Education of Disadvantaged Groups." In Pressures and Priorities in Higher Education, p. 130-33. Proceedings of the Twentieth Annual National Conference on Higher Education, March 7-10, 1965. Washington, Association for Higher Education, 1965.

77. Derbyshire, Robert, and Eugene Brody, "Social Distance and Identity Conflict in Negro College Students." Sociology and Social Research, vol. 48, p. 301-14. April, 1964.

78. Deutsch, Martin, "Discussion and Critiques of Some Variables in the Social Psychology of School-to-College Transition." Journal of Educational Sociology, vol. 33, p. 300-04. February, 1960.

79. Duggan, John M., "Evaluating the Disadvantaged Student." Journal of the Association of College Admissions Counselors, vol. 10, p. 14-17. Summer, 1965.

80. Ellis, Robert A., and W. Clayton Lane, "Structural Supports for Upward Mobility." American Sociological Review, vol. 28, p. 743-56. October, 1963.

This study re-examines the social factors involved in the use of college as a mobility channel by lower-class youth. The findings are based on data gathered over a four-year period from an initial sample of 194 students at Stanford University. The roots for mobility originate in the family; the catalyst for movement is more often provided by the mother's reaction to the family's status than the father's. These youths also require outside social support and direction for their college plans, a need fulfilled primarily by the schoolteacher. The author emphasizes the important role which a teacher may play in supplementing the mobility strivings instilled by parents and in providing educational information not ordinarily available in the homes of lower-class youth. High school peers may indirectly influence these students by providing an environment in which middle-class values and norms are learned. The results of the study are in accord with Merton's hypothesis of the dissociative consequences of social mobility. Turning to other adults for help and guidance "implies a gradual weakening of dependence upon the family."

81. Gordon, Edmund W., and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged: Programs and Practices, Preschool through College, p. 122-55. New York, College Entrance Examination Board, 1966.

The findings reported in Chapter 5 are based on the responses of 610 institutions of higher education to a six-page questionnaire designed to identify the nature and extent of compensatory programs and practices in 1964. Some 37 percent of these institutions reported that they were conducting compensatory practices and, with the exception of the Mountain region, they were well distributed in the several sections of this country. However, more than half of these institutions were assisting fewer than 30 disadvantaged students during the regular academic year. In addition to stating broad social objectives, it is notable that some institutions listed the achievement of a diversified student body among the objectives of their compensatory programs. Discussing the practices currently used, the authors emphasize the variety of preparatory summer programs conducted for high school students by a wide range of institutions, noting that this

is "probably the most dramatic compensatory development in higher education during recent years." Special recruiting efforts, modification of admission criteria, and financial assistance are also being provided to help disadvantaged students enter college. At the college level, however, special curricular programs and practices serving compensatory ends have seldom been employed. Although the efforts of higher education have markedly increased during recent years, compensatory education practices must be expanded in order to adequately cope with the growing needs in this area.

82. Harris, Edward E., "Some Comparisons among Negro-White College Students: Social Ambition and Estimated Social Mobility." Journal of Negro Education, vol. 35, p. 351-68. Fall, 1966.

83. Hollinshed, Byron S., Who Should Go to College? New York, Columbia University Press, 1962. 190 p.

84. Huyck, Earl E., "Faculty in Predominantly White and Predominantly Negro Higher Institutions." Journal of Negro Education, vol. 35, p. 381-92. Fall, 1966.

A national survey of teaching faculty, conducted by the U. S. Office of Education, revealed striking differences between the faculties of predominantly Negro and predominantly white institutions. In contrast to the latter, the faculty in Negro institutions had a higher proportion of women; a minority with earned doctorates; lower academic rank and lower earnings. More members of their faculty were teaching freshmen and sophomores, and higher proportions of the faculty were teaching education, English, home economics, and physical education. These institutions evidenced a lack of orientation to research due largely to heavy teaching loads and inadequate facilities. Several recommendations are made for the future strengthening of the faculties in predominantly Negro colleges and universities.

85. Kahl, Joseph A., "Educational and Occupational Aspirations of 'Common Man' Boys." In Joan I. Roberts, ed., School Children in the Urban Slum, p. 321-33. New York, Project TRUE, Hunter College, City University of New York, 1965.

Twenty-four cases chosen from the minor white-collar, skilled, and semiprofessional groups provide the basis for a discussion of "The Common Man Class" and "Boys' Attitudes Toward School and Work." Preliminary interviews indicate that the families thought they belonged to a status level which the author terms the "common man" class. Parents did not call themselves middle class; they

saw a lower class beneath them and a middle class above them. A few detected a fourth level, but they had a hazy understanding of this group. Two main criteria used by the respondents to make social distinctions between people were prestige and consumption--the moral repute of people who lived in a certain way. There were wide variations in income, family size, and number of family members who worked. This sample of the common man had a style of life, a set of values, and a class consciousness based on a definition of social space. Fifteen families tended to view the social scheme and their place in it as morally proper and legitimate; eight said that they had not risen as high as they should have; and one man raised questions about the justice of the scheme itself. These nine families could be said to believe in the core value of "getting ahead." Against this background, boys' attitudes toward school and work and the development of their attitudes were studied. School and the possibility of college were viewed by all boys as steps to jobs. Their pragmatic approach, their view of available opportunities and of the desirability and possibility of change of status, and their goals reflected the views of their parents. Deviants got their ideas from friends, not from an abstract medium such as a book or a movie. The relation between parental pressure and sons' aspirations was considered for 24 boys. Parents paid more attention to demonstration in grammar school. The better a boy did, the better he was expected to do; but these parents were more tolerant of individual differences than were middle-class parents.

86. Lambert, Rollins E., "Race Relations on the Campus." Religious Education, vol. 59, p. 114-16. January, 1964.

This report is based on the recent experiences of a Roman Catholic chaplain on the campus of two midwestern schools. Although no discriminatory admission practices were observed, the author was struck by the dearth of Negro students. The involvement of young Jewish students in civil rights work and the comparative apathy of the Negro students were also conspicuous. The principal organization dealing with race relations on the campus was CORE. The article concludes on the note that "the college campus is a good field for work in race relations, particularly for religious organizations."

87. McGrath, Earl J., Universal Higher Education. New York, McGraw-Hill, 1965. 256 p.

88. Meeth, L. Richard, "Breaking Racial Barriers: Interracial Student-Exchange Programs; Inter-institutional Cooperative Programs between Colleges for Negroes and Colleges for Whites; and Scholarships for Negro Students in Predominantly White Colleges and

Universities." Journal of Higher Education, vol. 37, p. 137-43, 246-52. March-April-May, 1966.

89. National Education Association, Educational Policies Commission, Universal Opportunity for Education beyond the High School. Washington, 1964. 36 p.

This pamphlet on "Universal Opportunity for Education Beyond the High School" was prepared by the Educational Policies Commission of the NEA and the American Association of School Administrators. The school is the primary agent for helping "each person to realize his potential for freedom by developing his rational powers . . . the ordinary course of life cannot be relied upon to promote the ability to think well . . . . A specific environment is therefore preferable. That environment is usually called a college." Education must be expanded "to include at least two further years of education open to any high school graduate." These "nonselective" colleges would be devoted to the "advancement of each student regardless of his ability" and would offer flexible curricula to meet the variability of students. There must be effective communication and coordination between elementary and secondary schools and the nonselective colleges to improve teaching and teaching materials. These colleges should be located in all population centers and should use a variety of extension programs to expand their influence. It should be public policy that they be tuition free "because it is in the interest of the nation that the abilities of each person be developed through education up to this level." The brunt of the cost of this program must be borne by all levels of government.

90. Patterson, Frederick D., "Cooperation among the Predominantly Negro Colleges and Universities." Journal of Negro Education, vol. 35, p. 447-84. Fall, 1966.

91. Piedmont, Eugene B., "Changing Racial Attitudes at a Southern University: 1947-1964." Journal of Negro Education, vol. 36, p. 32-41. Winter, 1967.

Three surveys conducted between 1947 and 1964 were analyzed, comparing white students' attitudes about desegregation at the University of Virginia. An increasing proportion of the students had favorable attitudes toward Negroes, both as students and professors, in the later surveys. Graduate and professional students as a group had more favorable attitudes than did undergraduate students. Feelings toward Negroes at the university were more unfavorable, in all surveys, than judgments concerning the possibility of taking unfavorable actions toward this group in admission procedures. Finally,

students' attitudes were more favorable on the campus than away from it, further confirming earlier studies on prejudice and social contact.

92. Plaut, Richard L., "Plans for Assisting Negro Students to Enter and to Remain in College." Journal of Negro Education, vol. 35, p. 393-99. Fall, 1966.

93. Quarterly Review of Higher Education among Negroes. Charlotte, N. C., Johnson C. Smith University.

Established in 1933, this journal consistently presents articles by Negro scholars in the field of higher education and related areas, including news releases and book reviews.

94. Review of Educational Research, vol. 35, No. 5, p. 337-40. December, 1965.

This is an issue on "Education for Socially Disadvantaged Children."

95. Rockefeller Brothers Fund, Prospect for America: The Rockefeller Panel Reports. Garden City, N. Y., Doubleday, 1961. 486 p.

This report, the result of the Special Studies Project, seeks to define the major opportunities and problems that will challenge the United States in the future, to clarify the national purposes and objectives needed to meet that challenge, and to develop a framework within which national policies and decisions can be made. A discussion of the use and misuse of human abilities is included, with suggestions for the fuller use of underprivileged minorities and the rehabilitation of economically depressed areas and segments of the population.

96. Smith, Sherman, Harvard V. Mathamy, and Merele M. Milfs, "Are Scholarships the Answer?" Albuquerque, University of New Mexico Press, 1960. 89 p.

97. "Strengthening the American Academic Community." Carnegie Corporation of New York Quarterly, vol. 13, p. 1-8. January, 1965.

98. Wiggins, Sam P., "Dilemmas in Desegregation in Higher Education." Journal of Negro Education, vol. 35, p. 430-38. Fall, 1966.

Annotated Bibliography

An Addendum

to

Higher Education of the Disadvantaged

Edwina D. Frank

Higher Education of the Disadvantaged

The articles and reports included in this document represent an addendum to an earlier annotated bibliography of the same title. The major topical headings and alphabetical designations are consistent with the preceding document. In some instances sub-topics have been added.

A. Civil Rights and Access to Higher Education

B. Programs and Practices

C. Characteristics of Disadvantaged Students

D. College Admissions and Guidance

I. Admissions and Guidance (General): includes general references on college admissions and guidance related to higher education of the disadvantaged.

II. Intellective Predictors of Academic Success: includes references that focus specifically on intellective predictors of academic success and higher education of the disadvantaged.

III. Non-Intellective Predictors of academic Success: includes references related to non-intellective predictors of academic success.

A. Civil Rights and Access to Higher Education

Berdie, Ralph, What Priority Should Govern the College Admissions of Students From Economically Disadvantaged and Socially Deprived Backgrounds When Weighed Against the Goal of Excellence? Case study presented at the 20th National Conference on Higher Education sponsored by the Association on Higher Education, Chicago, Illinois, March 9, 1965.

A presentation of a case study that attempts to reflect the social pressures of the modern university. In response to the expanding world of knowledge the university is demanding that its students be better prepared for college work than ever before. At the same time the university is seeking students from backgrounds that do little to encourage the development of communication skills, study habits and attitudes, academic motivation and appreciation of the humanities. The author's case presentation includes some bases of the university's dilemma, and the findings of research regarding the relationships between the characteristics on which college admissions are based.

The author concludes the case study with questions rather than answers to the "dilemma" of the university. Questions include: 1) If promising students from disadvantaged backgrounds and educational deficiencies are to be encouraged and enabled to attend college, how will the institution, whose resources are already overtaxed, devote larger amounts of energy, time, and money to aid each student to overcome or compensate for his deficiencies? 2) Can our colleges maintain goals of excellence for all intellectually promising students

regardless of deficient backgrounds? 3) Can they actually commit themselves to the goals of a new society or must they, because of lack of both resources and imagination, at the same time welcome and then fail the disadvantaged?

Commission on Higher Educational Opportunity in the South, The Negro and Higher Education in the South, Atlanta: Southern Regional Education Board, August, 1967, 48 pp.

The general conditions and needs of the South in providing equal educational opportunity for all are summarized in this report. The curriculums, instruction and organization and operation of predominantly Negro colleges are reviewed, and suggestions are made for their improvement, increased support and coordination. General recommendations concern planning, providing mass opportunities, and facilitating student progress.

Foreman, Paul B., "Race Confronts The University," The Journal of General Education, vol. 20, p. 81-95. July, 1968.

The author approaches the impact of the ghetto on the university from the standpoint of Kenneth Clark's statement in "Dark Ghetto" that, "major changes in the race policies of institutional systems are usually responses to outside forces, seldom responses to self-criticism or internal effort." The idea that universities should have race policies or at least know what effect their operations have on race relations might have recently sounded like "wild-eyed"

radicalism but San Francisco State offers a case in point that changes the situation considerably. Since the world outside can in reality impose conditions that necessitate the definition of university policy, such policy cannot be arrived at solely within the confines of the wisdom of the university. Institutional talents and resources must relate to the grass roots needs. Formal policy statement is important, such statements can activate intramural effort as well as a sense of aspiration to people in need of it. The author further discusses the problem of programming race into university operations and suggests that traditional systems of academic organization are not well set up to get at the problem of race in the necessary depth and scope. Suggested solutions are that colleges should center more on public service and the responsibility for "race projects" should be dispersed throughout several colleges and departments, thus engaging the scattered talents of people rather than delegating responsibility to deans and division heads. It is also suggested that models exist in university developments that offer strategies for planning and policy in university commitment in race relations; these models include: Charles Johnson's strategy in his days at Fisk, the new college at the University of Oregon, Dan Dodson's pioneering enterprise at New York University, Washington, D. C. university consortium, the Tuskegee-Michigan compact and many others. In conclusion, the author suggests that "such interplay of what Clark called outside forces and internal effort would clearly demand a type of university management that is tuned to emergent strategies."

Leeson, Jim, Desegregation: Checking on College Compliance, Southern Education Report, April 3, 1968.

The Department of Health, Education and Welfare is using computerized questionnaire responses from 2,900 public and private colleges to discover instances of racial discrimination in programs receiving federal aid. Colleges whose replies showed "potential noncompliance" to Title VI of the 1964 Civil Rights Act in admissions, housing, student aid and employment, athletics or social structure, or those larger colleges in substantial minority communities that have a minority enrollment below one percent, will be visited twice by the U. S. Office for Civil Rights (OCR) officials for observation. OCR observers will then confer to analyze the problems and make recommendations. OCR expects colleges to engage in active recruitment in minority communities. Even if few students can qualify now, the recruitment effort inspires younger students to prepare for college. OCR encourages accepting students whose latent abilities can be developed by tutoring and counseling.

Southern Education Foundation, A Fourth of the Negro Collegians Attend Predominantly White Schools, Atlanta: Southern Education Report, 1968,3 (April) p. 40

Statistics from the U. S. Office of Civil Rights desegregation survey last fall showed that the 184,600 Negro college students in 17 Southern and border states comprised 11 percent of those states' college population. One-fourth attended predominantly white schools, two-thirds were in the chiefly Black

school, and less than 16,000 attended all-Black schools. In Southern states, although nine-tenths of Black students were in biracial schools, the percentage of Mississippi Negroes in biracial schools was only 38. The percentage of Negroes in predominantly white schools ranged from less than 10 percent in Mississippi, Georgia and Alabama to more than 40 percent in Texas and Florida.

B. Programs and Practices

Egerton, John, Higher Education for "High Risk" Students, Atlanta, Ga., Southern Education Foundation, 1968.

The major purpose of this study was to discover what some of the predominantly white, four-year colleges and universities are doing to make higher education available to low-income and minority-group students who lack the credentials but not the qualities to succeed in college. Data were gathered from 159 predominantly white institutions, 84 of which reported some involvement in programs for high risk students. Discussed are such issues as the extent of the colleges' commitment, the rationale behind the involvement or lack of involvement of the colleges in these programs, and approaches used with high risk students. The extent and success of programs for high risk students in eight public and five private colleges are specifically described, with brief mention given to several additional programs. Included is a list of agencies and organizations concerned with increasing higher education opportunities for disadvantaged students.

The problem of dealing with "high risk" students varies with the individual institutions involved. Large public institutions without rigid entrance requirements and with rising enrollment pressure have had to deal with budgetary restrictions by failing a large proportion of students. Such a policy works against the "high risk" student.

Harvard University's high risk program of about 10 years duration has had 80-85% of the "gambles" graduate with their class. However, not so successful was N.Y.U.'s 1965 experimental program with 60 "high risk" students. Only 15 of these students were still enrolled after one year. A sufficiently supportive program had not been provided to enable students to develop their latent potential.

Hoffman, Benjamin, A Question of Potential and Motivation: A Study of Submerged Talent and the Problems of Recognition and Development. Office of Institutional Research, Syracuse University, April, 1967.

Syracuse University admitted 241 "General Studies" students in its College of Liberal Arts in the years 1961-1962 through 1963-64. About half of these students placed in the middle achievements of their high school judged by class rank, and their average College Board scores were under 500 in the mathematics section and 400 in the verbal section. All placed below the achievement of the regular freshmen admitted to the college, yet proportionately as many were

graduated from the program four years later. The current trend toward an "open door" admissions policy is compatible with democratic concepts of equal opportunity for higher education rather than a demonstrated ability qualification. This policy will help make college possible for the "submerged talent" group, sometimes called "late bloomers." Submerged talent as defined here is distinct from demonstrated but disadvantaged talent. The group includes the bicultural, the isolated, the highly mobile, the slow readers and the multilingual. Submerged talent is generally absent from colleges because colleges demand demonstrated ability even though grade point averages may have little to do with later contributions to society. In selecting one form of ability (test passing), colleges are in danger of excluding equally or even more important desirable characteristics, such as those of the late-maturing dreamer.

C. Characteristics of Disadvantaged Students

City College of San Francisco, Academic Characteristics of Negro Students Enrolled at City College of San Francisco. City College of San Francisco, Spring, 1968.

This document reports a study of Negro students at City College of San Francisco (CCSF) designed to ascertain their academic characteristics, ways in which they differ significantly from the general student population of the college, and types of programs that might be developed to meet their special needs.

Records of 285 Negro students were selected at random and examined. The sample represented approximately 20% of the Negro student population attending CCSF. Although there was some overlap, the mean performance of Negro students on entrance tests was lower than that of the general student population. Greater proportions of Negro students were subject to enrollment in required courses in English and arithmetic than was true of the college as a whole. Of the Negro students, 60% were not achieving the expected C average, although their overall grade average was C minus. The need for special attention to the improvement of basic academic skills was greater for Negro students than for other students at the institution. For each student in the sample were obtained data concerning his sex, high school, origin, scores on SCAT and reading and English expression tests, English and arithmetic status, units attempted, units earned, grade point and grade point average. The investigators concluded that it would appear that among students in the group represented by the sample the need for special attention to the improvement of basic academic skills is even greater than that of City College students in general.

Fichter, Joseph H., Graduates of Predominantly Negro Colleges: Class of 1964, Publication No. 1571, U. S. Public Health Service, 1967, p. 77-124.

This report presents the results of a survey of students who received baccalaureate degrees in spring, 1964 from 50 U. S. institutions primarily

attended by Negro students. The sample included 5,000 students who returned the mailed questionnaire; nearly 50% of the questionnaires were returned. The replying educated Negro women expected to combine familial and occupational roles. Attitudes of Negro men and women toward marriage, child rearing and the wife's working were closer than those of white men and white women. More Negro women than white expected to go from college to career than directly to marriage. Neither extent of schooling nor employment appeared to postpone or reduce the number of children for Negro women, as they do for white. The field that notably attracted more Negro women than white was social work (rather than teaching as often believed). Lower class Negroes expressed more self-confidence than white students regarding jobs they believed they could do. Women from better-educated families had a tendency to choose the humanities and social sciences over teaching whereas women from the "poorer" cultural backgrounds and with the poorest academic standings selected teaching. Negro college graduates felt that there was a disadvantage of attending southern universities, those from public Negro colleges were somewhat dissatisfied with their school. In general, the group felt that they would have gotten more from eastern Ivy League colleges or large state universities outside of the South.

Hines, Ralph H., "Social Distance Components in Integration Attitudes of Negro College Students." The Journal of Negro Education, vol. 37, p. 23-30. Winter, 1968.

The purpose of this study was to test the willingness of black undergraduates to associate with Caucasians. A questionnaire designed to measure ethnic preferences was administered to 1,000 students enrolled in predominantly Negro institutions in Alabama, Mississippi and Georgia. It was concluded that younger men students evidenced greater inclination toward social nearness than did older men, while the opposite was true for the women. The black students indicated greater preference for integrated situations regarding jobs and education. In situations such as dating, marriage, residential area, church and other social situations, association with blacks was preferred over association with whites. In making a comparative preference for interaction with six groups (Caucasians, Jews, American Indians, Mexicans, Italians and Chinese) the students preferred interaction with whites. The students' general preference for interaction was attributed to the position of the whites as a favored and powerful group in America, a position toward which Negroes aspire.

Kiernan, I. R. and Daniels, R. P., "Signs of Social Change Through an Exploratory Study of 23 Negro Students in a Community College." The Journal of Negro Education, 1967, 36 (Spring), pp. 129-135.

The findings of this report are based on 23 Negro students of the lower SES between ages 18 and 24 who used the counseling office in a community college between 1960 and 1964. Admission test scores and psychiatric diagnoses for this group were the same as similar measures for the general college body, however, the percentage of failures and dropouts for the Negro students was extremely

high. Seven of the 23 graduated, 12 were dropped for failure to maintain academic standards and 4 withdrew voluntarily. The investigators suggest that this failure to complete college appears to slow down the rate of social change one might expect from the fact that Negro students were attending college and studying in career fields noted for upward mobility for other ethnic minorities. In contrast to other groups, the grip of lower-class cultural attitudes and behavior on these students seemed a determinant of failure to complete college. It is also reported that among the group there was much bitterness, anxiety, self-hatred and rejection of both the former (lower-class) group and the group to which they aspired (middle-class). The authors suggest that these reactions were due to value conflict as a result of the attempted transition.

Littig, Lawrence W., A Study of Certain Personality Correlates of Occupational Aspirations of Negro and White College Students. Final Report, June, 1968.

The Negro male college student's social class, achievement motivations, affiliation motivations (the desire for approval of others), and power motivations (the desire to control the behavior of others) all affect to some degree his choice of a traditionally open occupation (physician, lawyer, dentist, minister, social worker, teacher) or an occupation traditionally closed to Negroes (nuclear physicist, psychologist, airline pilot, engineer). To test the relationship of each of these factors to occupational goals, questionnaires were filled out in which the student estimated the job he expected to have five years after completing his

education (his "real" aspiration), and the job he would most like to have (his ideal aspiration). Motivation was measured by analysis of a projective test. The subjects were 140 male college students from 3 colleges, 2 of which were designated working class and 1 of which was deemed middle class. College social class was based on the predominance of students from middle class or working class backgrounds. A white middle class control sample of 70 students was used. It was found that social class, strong achievement and power motivation dispose Negroes at working class colleges to seek jobs in traditionally closed fields, whereas middle class students tended to aspire to traditionally open occupations.

Maddox, George L., "Drinking Behavior Among Negro Collegians: A Study of Selected Males," Abstracts of Proceedings, American Sociological Association, San Francisco, p. 157-158, August, 1967.

This report presents the results of a study of the drinking behavior of 261 freshmen males entering a southern, state supported Negro college. Interviews revealed that 76 percent of the group drank and 27 percent drank heavily; the average age of the group was 18.7. Nearly half drank with the intent of modifying reality. Panel data from the sophomore year revealed that while lighter drinkers continued their pattern for both years, some of the heavier drinkers attempted to abstain, also a majority of the abstainees became drinkers. The investigator concludes that, "data indicate that these drinkers do not simply assume a role while drinking, but are in the process of role making."

Orbell, John M., "Protest Participation Among Southern Negro College Students." American Political Science Review, vol. 61, p. 446-456, June, 1967.

A study of protest participation among 264 Negro students attending predominantly Negro southern institutions revealed that 83 had either participated in freedom rides or belonged to protest organizations. The vast majority of the total group were from low socio-economic Southern rural homes and attended state supported "low-quality" institutions. The majority of the protesters came from middle socio-economic urban homes and attended private "high-quality" institutions. The percentage of Negroes in a county population was inversely related to number of county students participating in protest activities, and the protestors had experienced more interactions with whites than had other students. The author concludes that, "the closer Negroes are to the white society, the more likely they are to take part in protest actions. Such an explanation serves to integrate existing theories based on personality, economic status, and psychological factors."

Shelton, Florence, "Some Impressions of Fair Harvard Blacks." Harvard Journal of Negro Affairs, vol. 1, p. 18, February, 1965.

This study undertook to elicit responses of what it meant socially and psychologically to be a Negro at Harvard from students matriculating there during 1963-1964. Fifteen young men of 64, 65, 66 and 67 classes were interviewed. Response to the question, "Why Harvard selected you?" reflected some students as proud of their academic achievements, whereas others revealed

a kind of self-abasement or modesty. The author goes on to explain that those who expressed self-abasing attitudes attributed their selection to external circumstances rather than personal qualifications. "One wonders about the social and psychological experiences of a student who feels that the standards which most other students had to meet were not applied to him and perhaps a few more like him." In response to a question designed to determine if students felt that they were treated differently; some students reported the presence of relationships that they felt to be patronizing or condescending. Others indicated that they were not aware of differential treatment. With respect to social orientation, "the majority of those interviewed is toward a predominantly black social world." The investigator concludes that the circumstances prevailing at Harvard 10 or 15 years ago which contributed to a self-conscious clique of blacks no longer exists.

D. College Admissions and Guidance

1. Admissions and Guidance (General)

Plaut, Richard, Searching and Salvaging Talent Among Socially Disadvantaged Populations. (In Guidance for Socially and Culturally Disadvantaged Children and Youth. Proceedings of the Second Annual Invitational Conference on Urban Education, p. 68-78. 1963.

Because Negroes comprise less than one percent of the interracial population, educators must try to identify the many capable disadvantaged Negro high school students and encourage them to attend integrated colleges. The National Scholarship Service and Fund For Negro Students (NSSFNS), in a short-term approach to this problem, advises high school seniors about admissions and scholarship opportunities in integrated colleges. Within a 14-year period, NSSFNS had helped 8500 students enroll in 350 accredited 4-year colleges, with over $3,700,000 in scholarships. Despite relatively low national achievement and aptitude scores, these students had successful college careers and achieved consistantly beyond the level predicted for them. The long-term approach initiated by NSSFNS encourages school personnel to identify and motivate talented disadvantaged youth earlier than the twelfth grade. In this connection, the New York City Board of Education successfully established a six-year demonstration guidance project in Junior High School 43 and George Washington High School. More students in the project enrolled in college than non-project students, and most

of the early project graduates continued their education beyond high school in some form. Other projects have grown out of the original demonstration project, but their effectiveness depends on availability of funds.

II. Intellective Predictors of Academic Success

Asbury, Charles, "Some Selected Problems in Assessing the Intelligence and Achievement of Disadvantaged Groups: With Emphasis on the Negro." The Quarterly Review of Higher Education Among Negroes, vol. 36,p. 294-307, Spring, 1968.

This report is the result of an investigation of the literature relating to the performance of disadvantaged groups on standardized tests. The author sought to determine the influence of three groups of factors on the performance of the groups on standardized tests of intelligence and achievement. The three groups of factors are: cultural factors, motivational factors, and factors resulting from limitations or differences in cognitive development. It was concluded that:

1. No one single factor could be isolated as the cause of low test performance scores.
2. Verbal facility and perceptual ability are two of the most crucial factors of the cognitive domain reflected in test performance.
3. Intelligence development varies with the richness, variety and complexity of the environment over relatively extended periods of time.
4. Low test scores are often a reflection of a negative self-concept and insufficient motivation.

5. The work of the school and the practical intellect of the disadvantaged are often operating as contradictory forces.
6. Use of logical thought processes is aborted with this being reflected in test performance.
7. Assessment instruments used with disadvantaged groups often posses only minimal validity and reliability.

Buszek, Beatrice R., "Differential Treatment of Test Scores." College and University, vol. 43, p. 294-307, Spring, 1968.

Aptitude and achievement scores of 588 freshmen at a predominantly Negro, non-sectarian, coeducational college in Virginia were correlated with college grades to identify tests which best predicted academic achievement. A multiple regression analysis of Otis I.Q., Scholastic Aptitude Test (VM - VMIT) scores of these students with their cumulative grade-point averages revealed the CAT-M to be the best single predictor of grades for the total group studied and for the men in the group. Grades of women and of students from the Northeast were best predicted by the Otis I.Q., while grades of foreign students or students from the South were best predicted by the SAT-M. Region or origin and sex affect the degree to which particular aptitude or achievement tests predict college grades of Negro students.

Kendrick, S. A., "Verbal Ability An Obsolete Measure." Council Journal, vol. 6, no. 6, March 1968 [ED 021929].

Current enrollment figures indicate that segregation in American colleges and universities is still prevalent. One-half of Negro college students are attending predominantly Negro colleges and most of the rest are attending junior colleges or "open door" schools. There is considerable competition among selective colleges to recruit the very small group of Negro high school seniors with acceptable scholastic aptitude test scores. If such institutions want to increase their admissions number of Negro students they will have to reevaluate their competitive performance policies and consider the establishment of separate courses or curriculums of varying difficulty to accommodate a student body with different capabilities. The persistent stress on verbal ability as an indicator of scholastic achievement is in need of reexamination by institutions that want to integrate. These colleges must be willing to accept other kinds of competence as measures of academic achievement.

Porter, Andrew and Stanley, Julian, A Comparison of the Predictability of Academic Success of Negro College Students with that of White College Students. University of Georgia Area Conference, 1967.

The purpose of this study was to test the predictive validity of the Scholastic Aptitude Test as it relates to measuring the aptitude of minority group high school students who have restricted environmental backgrounds. A comparison was made of the Scholastic Aptitude Test (SAT) verbal and SAT mathematical scores with the freshman grade-point averages of Negro and white groups. The Negro population was selected from three southern Negro state colleges, and the white population was selected from three non-Negro colleges who had the lowest

average score on both forms of the SAT. Only three analyses were made. It was concluded that there were significant predictive validities associated with race, subtest and year. The interaction of sex and race did show some differences. For the criterion of freshman grade-point average non-Negro women were found to be more predictable than either Negro women or men who in turn were more predictable than non-Negro men.

III. Non-Intellective Predictors of Academic Success

Abe, Cliffors, "A Factor Analytic Study of Some Non-Intellectual Indices of Academic Achievement." Journal of Educational Measurement, vol. 3, p. 39-43, Spring, 1966.

This report discusses a factor analytic study of biographical and interest data which was performed to suggest some of the dimensions of academic achievement. The investigator speculates that some non-intellective measures may also provide some understanding of personal traits necessary for success even if they fail to add a substantial increment to the predictive equation.

The sample consisted of scores of 7,262 freshmen college students drawn from a larger sample obtained in earlier test administration to students from 31 colleges. The American College Survey contains 1,004 items concerned with students' interests, potential for various kinds of achievements and other orientations, attitudes and other kinds of orientations. There were nine indices of academic achievement used in this study including ACT scores, college grades, and high

school grades in four areas (English, mathematics, social studies and natural science). All of these are measures normally used in the admission procedure. Eighty-seven items from the American College Survey concerning interests and activities were included in the factor analysis.

The investigator concludes that many factors are involved in academic achievement, and that no single measure is an adequate measure for all. Scales could be developed to predict English, mathematics and natural science achievement. Although the investigator does not relate the findings to specific groups of college students, the implications and instrument might warrant consideration in the search for non-intellectual indices of academic achievement for the disadvantaged. (A 6-page table giving the names of the complete rotated factor matrix is available on microfilm or photo copies for $1.25. American Documentation Institute, Document No. 8850, Chief, Photoduplicating Service, Library of Congress.

Atchison, Calvin O., "Relationships Between Some Intellectual and Non-Intellectual Factors of High Anxiety and Low Anxiety Negro College Students." The Journal of Negro Education, vol. 37, pp. 174-178, Spring, 1968.

One hundred and sixty sophomores enrolled in an educational psychology course at Tennessee Agricultural and Industrial State University were administered the Taylor Manifest Anxiety Scale (TMAS). The Rotter Incomplete Sen-

tence Blank (ISB) was administered to determine an index of adjustment according to the degree of conflict expressed in sentences. Cumulative grade-point averages were obtained as an index of achievement, and the Otis Quick Scoring Test of Mental Ability was used to obtain I.Q. scores.

Fifty-one subjects scoring 0 to 11 on the TMAS were designated low-anxiety students. Low-anxiety students had higher I.Q.'s and lower ISB scores than did high-anxiety students, but grade-point averages were the same for the two groups. For the low-anxiety group, significant positive correlations (r's under .20) were found between the anxiety scores and grade-point averages and between grade-point averages and ISB scores. All other correlations among either the low or high-anxiety students were positive but non-significant.

Burnham, Paul S., Prediction and Performance From High School to College, Reading for Counselors. College Entrance Examination Board, New York, 1965, p. 65-71.

Data confirmed in a Yale University study indicate that in the field of academic prediction both student ability and performance can be measured with a fair degree or reliability and that secondary school and college performance in similar tasks will be related. Analysis of data revealed that high school records combined with the College Board record resulted in a prediction index which had a higher validity than either of the two predictors taken separately.

So far the inclusion of personality measures in intellective predictions has not proven important for use in selection. However, differentiating between "intellective and non-intellective" predictive criteria can be useful in determining how "non-intellective" factors or personality characteristics affect academic achievement. A means of identifying, classifying and determining the degree of reliability of "non-intellective" factors should be sought in order to aid students in adapting to college. (The author does not relate the findings to higher education of the disadvantaged; however, the implications seem relevant to current efforts being made toward identifying predictors of academic success for disadvantaged youth.)

Gill, Lois and Spilka, Bernard, "Some Non-Intellectual Correlates of Academic Achievement Among Mexican American Secondary School Students." Underachievement, ed. by Milton Kornich, Springfield Illinois, Charles C. Thomas, 1965, p. 102-110.

The purpose of this study was to determine personal and maternal correlates of academic achievement among Mexican-American secondary school students. Four groups (fifteen each) of achieving and low achieving boys and girls were identified and equated in age, I.Q. level and courses taken. Employing standard objective measures it was shown that achievers manifested reliably less hostility and more social maturity, intellectual efficiency, and conformity to rules. Achieving girls and under-achieving boys appear to come from strong mother-dominated homes. The investigators suggest that since these findings seem meaningful with respect to this subculture, such study of achievement in

minority groups may better clarify the nature of relationships among hypothesized variables.

Lunneborg, Clifford E., Biographic Variables in Differential vs. Absolute Prediction. Unpublished Report, University of Washington, Bureau of Testing Services, March, 1968.

A study was made of the usefulness of biographic variables in two systems of predicting several academic achievement criteria. In 1965, five hundred twenty-six University of Washington freshmen were administered the Washington Pre-College (WPC) test battery. Twelve WPC subject area test scores were combined with cumulative high school GPA's in 6 areas and 17 biographic items to predict first-year college GPA's in each of 12 course areas. Both an absolute prediction system choosing predictors to achieve the highest average correlation across criteria and a differential prediction system choosing predictors to best account for differences among criteria were constructed by selecting variables most highly predicting GPA in the 12 chosen areas.

The best predictors for the absolute system came from prior academic achievements while the best predictors for the differential system were predominantly biographic -- e.g., parental education and income, cultural interests and attitudes toward higher education. Institutional decisions regarding the likelihood of student success in a given major area, for example, are best made by the absolute system based on achievement-related predictors. Individual student

decisions between alternative activities, for example, are best assisted by employing the differential prediction system, since idiosyncratic variables tend to be important in such situations. Although the study was not related to the disadvantaged student it may be of interest to those concerned with predictive variables for this group.

Newall, John, "Performance by High and Low Risk College Freshmen on Measures of Creativity." Tufts University, Medford, Mass., Office of Education (D.H.E.W.) Washington, D. C. Bureau of Research, 1966.

To examine the use of creativity measures as supplementary, supportative data in college admission procedures, and to examine the relationship between level of aspiration measures, actual college performance, and creativity measure performance, 18 high- and low-risk freshmen entering Tufts University completed three creativity measures and the Worell level of aspiration scale in September, 1964, and repeated the Worell scale in February, 1965. Scholastic Aptitude Test (SAT) scores predicted grade-point averages (GPA), and advisor creativity ratings were obtained for each subject. The three measures of "creativity" were taken from Getzells and Jackson's Creativity and Intelligence. The three tests used were: Word Association Test, The Uses Test and the Make-Up Problems Test. The results of this study suggest that creativity measures would not provide useful admissions information at Tufts University, but do suggest

that aspiration level measures may provide useful information in predicting college performance. The low-risk group exhibited higher levels of aspiration, more realistic estimates of aspiration level, and superior performance on the SAT and GPA's when compared with the high-risk group. Advisor ratings were not found useful. The authors do not report the ethnic background of the groups studied -- however, they do report differential results for males and females.

(Worell Level of Aspiration Scale -- Asks each subject to respond on a ten-point rating scale to five questions. The Worell Scale is designed to allow the subject to predict not only his future performance but also to predict how well he is performing relative to others. This scale had been found to be valuable in differentiating between high and low achievers in a college situation. It is described in more detail in The Journal of Educational Psychology, 1959, 50, p. 47-57, "Level of Aspiration and Academic Success" by L. Worell.)

Talbot, David, "Improved Self-Concept -- A Psychological Emancipation." Detroit Convention Abstracts, American Personnel and Guidance Association, Washington: The Association, April, 1968, p. 404.

Problems of educating culturally disadvantaged students have been documented in a large body of literature. The view that the key to successful education is in an improved self-concept seems the most promising. Research is needed to isolate factors which predict the disadvantaged who retain a defeatist self-concept and those who overcome it.